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General Beadle State College Catalog 1968-1970

Dakota State University

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General Beadle State College



GENERAL CATALOG
1968 - 69 1969 - 70

87th YEAR

TABLE OF CONTENTS

ADMINISTRATION	Board of Regents	page 5
	Administrative Staff	page 6
	Faculty	page 7
	Office Assistants	page 15
	Annual	page 2
CALENDAR	College	page 3-4
	Buildings and Grounds	page 22
COLLEGE	Functions	page 18
	History	page 17
	Name	page 16
	Purposes	page 18
COSTS		page 29
	Assistance	page 33
LIVING ACCOMMODATIONS		page 23
ORGANIZATIONS		page 25
SPECIAL SERVICES		page 34
ADMISSIONS AND CLASSIFICATION	Admission	page 37
ACADEMIC DIVISIONS	B.S. Degree	page 52
	General Studies	page 48
	Education and Psychology	page 53
	Fine and Applied Arts	page 65
	Health and Physical Education	page 80
	Languages, Literature and Library	page 87
	Science and Mathematics	page 99
	Social Sciences and Business Education	page 112

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VOL. XLIII

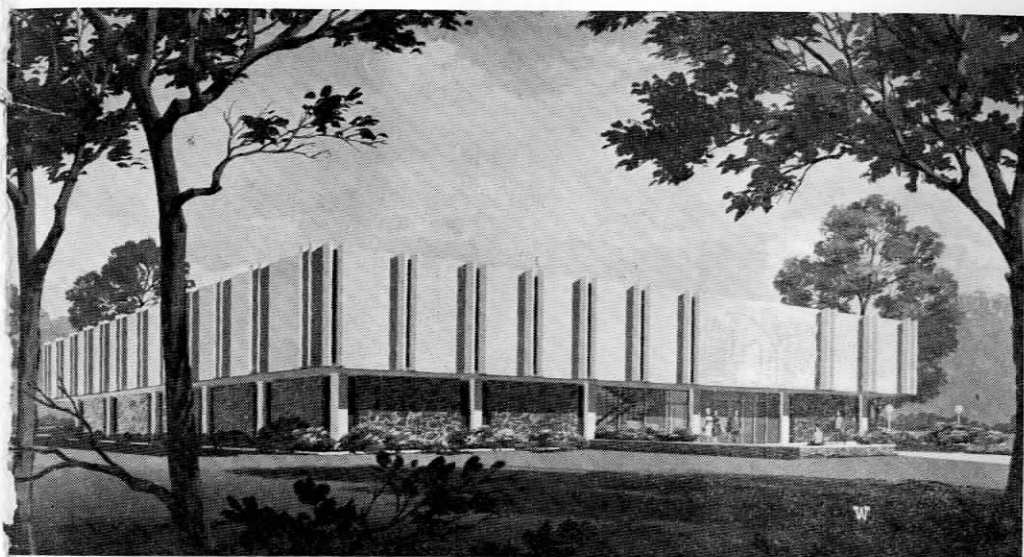
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NO. 85

GENERAL BEADLE STATE COLLEGE

BULLETIN
CATALOG ISSUE



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Accredited by
THE NORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

THE NATIONAL COUNCIL FOR ACCREDITATION OF
TEACHER EDUCATION

Approved by
THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Entered as third class matter at Madison, South Dakota

1968

OCTOBER						
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MARCH						
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Madison, South Dakota

June 9 (Monday) 8:00 a. m. _____ Registration
June 10 (Tuesday) 7:30 a. m. _____ Classes Begin
Late Registration Fee Begins
June 13 (Friday) _____ Last Day for Making Schedule Changes
July 4 (Friday) _____ Independence Day - No Classes
July 30, 31 August 1 (Wednesday, Thursday, Friday) _____
Final Examinations
August 1 (Friday) 4:00 p. m. _____ Summer Session Closes

Madison, South Dakota

September 4, 5, 1969 (Thursday, Friday) _____ Faculty Workshop
September 8 (Monday) _____ Official Opening Date
September 9 (Tuesday) _____ Freshman Orientation
September 9 (Tuesday) _____ Freshman Orientation & Registration
September 10 (Wednesday) _____ Registration
September 11 (Thursday) _____ Classes Begin
September 11 (Thursday) _____ Late Registration Fee Begins
September 19 (Friday) _____ Last Day for Making Schedule Changes
November 7 (Friday) _____ Mid Term Grades Due
November 11 (Tuesday) _____ Veterans Day
November 26 (Wednesday) 12:00 Noon _____ Thanksgiving Recess Begins
December 1 (Monday) 8:00 a. m. _____ Classes Resume
December 19 (Friday) 4:00 p. m. _____ Christmas Vacation Begins
January 5, 1970 (Monday) 8:00 a. m. _____ Classes Resume
January 14, 15 (Wednesday, Thursday) _____ Composite Examinations
January 16, 19, 20 (Friday, Monday, Tuesday) _____ Final Examinations
January 21 (Wednesday) _____ Final Grades Due
January 22 (Thursday) _____ Semester Closes

January 26, 1970 (Monday) 8:00 a. m. _____ Registration
January 27 (Tuesday) 8:00 a. m. _____ Classes Begin
Late Registration Fee Begins
February 6 (Friday) _____ Last Day for Making Schedule Changes
March 25 (Wednesday) _____ Mid Term Grades Due
March 25 (Wednesday) 4:00 p. m. _____ Easter Vacation Begins
March 31 (Tuesday) 8:00 a. m. _____ Classes Resume
May 15 (Friday) _____ Honors & Founders Day
May 20, 21 (Wednesday, Thursday) _____ Composite Examinations
May 22, 25, 26 (Friday, Monday, Tuesday) _____ Final Examinations
May 28 (Thursday) _____ Final Grades Due
Semester Closes
May 29 (Friday) 10:00 a. m. _____ Commencement

June 8 (Monday) 8:00 a. m. _____ Registration
June 9 (Tuesday) 7:30 a. m. _____ Classes Begin
Late Registration Fee Begins
June 12 (Friday) _____ Last Day for Making Schedule Changes
July 4 (Saturday) _____ Independence Day - No Classes
July 29, 30, 31 (Wednesday, Thursday, Friday) _____ Final Examinations
July 31 (Friday) 4:00 p. m. _____ Summer Session Closes

BOARD OF REGENTS

General Beadle State College, together with the other state educational institutions of South Dakota, is under the control of a Board of Regents composed of seven members who are appointed by the Governor with the confirmation of the State Senate for a term of six years.

Members

Board of Regents

MAYLOU AMUNSON (1969)	Mobridge
DONA S. BROWN (1969)	Huron
HILBERT BOGUE (1969)	Beresford
CHARLES H. BURKE (1971)	Pierre
HARRY WITT (1971)	Butler
KENNETH ARTHUR (1973)	Belle Fourche
RICHARD BATTEY (1973)	Redfield

Officers of the Board

CHARLES H. BURKE	President
HILBERT BOGUE	Vice President
DONA S. BROWN	Secretary

ELGIE B. COACHER, EXECUTIVE DIRECTOR

State Capitol

Pierre, South Dakota 57501

SOUTH DAKOTA SYSTEM OF HIGHER EDUCATION

The State University of South Dakota	Vermillion
South Dakota State University	Brookings
Black Hills State College	Spearfish
General Beadle State College	Madison
Northern State College	Aberdeen
School of Mines and Technology	Rapid City
Southern State College	Springfield

ADMINISTRATIVE STAFF

- President (1963) _____ HARRY P. BOWES
 B.S., Bus. Adm., B.S. in Ed., Missouri State College
 M.S., University of Missouri
 Graduate Study, University of Illinois, Illinois State
 University, University of Colorado
 Ed.D., University of Colorado
- Dean of the College (1967) _____ DALE L. HANKE
 Director of Summer Session
 B.A., Luther College
 M.A., University of Wyoming
 Graduate Study, Iowa State College, University of Minnesota
 Ed.D., University of Wyoming
- Business Manager (1966) _____ HARLAND FLEMMER
 Comptroller
 Purchasing Agent
 Heald College
 Golden Gate College
- Director of Institutional Development (1956) _____ MILO E. NATWICK
 Director of Extension
 B.S., General Beadle State College
 Graduate Study, South Dakota State College
 M.A., Colorado State College
- Dean of Students (1965) _____ ALEXANDER DAVIDSON
 B.S., Lewis & Clark College
 M.A., State University of Iowa
- Registrar (1945) _____ PRESTON E. TYRRELL
 Director of Admissions and Records
 B.S., General Beadle State College
 M. A., University of Minnesota
 Graduate Study, University of Minnesota
- Dean of Women (1955) _____ THELMA I. DeFOREST
 B.S., Wayne State Teachers College
 M.A., University of Nebraska
 Graduate Study, New York University
- Assistant to the Dean of Students &
 Counselor (1967) _____ DICK A. STAHL
 B.A., Huron College
 M.Ed., South Dakota State University
- Director of Physical Plant, Buildings
 and Grounds (1953) _____ EDWARD P. TYC
 General Beadle State College

FACULTY

HARRY P. BOWES (1963) President
Professor of Education

B.S., Bus. Adm., B.S. in Ed., Missouri State College
M.S., University of Missouri
Graduate Study, University of Illinois, Illinois State
University, University of Colorado
Ed.D., University of Colorado

B. PAUL ARNOLD (1965) Instructor of Art
B.F.A., University of South Dakota
M.A., University of South Dakota

HEREBERT BLAKELY (1967) Instructor of History
B.S., South Dakota State University
M.S., North Dakota State University

GEORGE C. BLANKLEY (1962) Head Football
and Track Coach
Assistant Professor of Physical Education
B.A., College of Idaho
M.S., University of Idaho

CLYDE K. BRASHIER (1967) Chairman
of Division of Science and Mathematics
Professor of Biology
B.S., Louisiana Polytechnic Institute
M.S., University of Nebraska
Ph.D., University of Nebraska

MERRILL E. BROWN (1967) Chairman
of Division of Fine and Applied Arts
Associate Professor of Music
B.M., Simpson College
M.M.E., Drake University
Ph.D., University of Iowa

ROBERT BUCKMAN (1967) Instructor of Biology
B.S., University of South Dakota
M.S., University of South Dakota

WILLIAM P. BULFER (1942, 1946) Chairman
of Division of Health and Physical Education
Associate Professor of Physical Education
B.S., Western Illinois State University
M.A., Colorado State College

ALBERT CAMDEN (1966) Assistant Professor
of English

A.B., Boston University
A.M., DePaul University
Graduate Study at University of Missouri

CHARLES E. CAMPBELL (1966) Director
of Student Teaching
Associate Professor of Education

A.B., University of Nebraska
M.A., University of Nebraska
Ph.D., University of Nebraska

HAYWARD CHAPLIN (1956) Professor of Sociology

B.A., University of Washington
5th Year Normal Diploma, University of Washington
M.A., Stanford University
Graduate Study, University of Oregon
Ed.D., University of Washington

ROBERT L. CLAUSEN (1967) Instructor
of Speech and Drama

B.F.A., University of South Dakota
M.A., University of South Dakota

ALEXANDER DAVIDSON (1965) Dean of Students
Assistant Professor of Education & Psychology

B.S., Lewis & Clark College
M.A., State University of Iowa

THELMA I. DeFOREST (1955) Dean of Women
Assistant Professor

B.S., Wayne State Teachers College
M.A., University of Nebraska
Graduate Study, New York University

MADELEINE DELZER (1956) Assistant Professor
of Education

B.A., Valley City State Teachers College
M.S., University of North Dakota
Graduate Study, University of North Dakota
University of Minnesota

REED EATON (1964) Instructor
of Political Science

B.A., Grove City College
M.L., University of Pittsburgh
Graduate Study, University of Arizona
Graduate Study, Kent State University

- WHEELER S. EDWARDS (1966) Instructor
of Business Education
A.B., College of the Pacific
M.B.A., Armstrong College
- JAMES D. FREDLUND (1965) Instructor
of English and Literature
B.S., Black Hills State College
M.A., Colorado State College
Graduate Study, University of Washington
- RUDY GADDINI (1966) Assistant
Football & Head Wrestling Coach
Instructor of Physical Education
B.A., Michigan State University
M.A., University of Nebraska
Graduate Study, University of Nebraska
- DALE GILKEY (1967) Assistant Professor
of Music
B.A., Ohio State University
M.A., Ohio State University
Graduate Study, Ohio State University, Indiana University
University of Missouri
- JOHN H. HAAKE (1967) Instructor of Geography
B.A., Wayne State University
M.A., Wayne State University
- JOSEPH E. HABEGER (1962) Instructor of Mathematics
B.S., Iowa State University
Graduate Study, University of Maryland
M.S., North Dakota State University
- C. RUTH HABEGER (1920, 1946) Assistant Professor
Emeritus of Natural Science
B.S., A.M., University of Nebraska
Graduate Study, University of Iowa, Columbia University
- DEAN E. HACKETT (1963) Assistant Professor
of Psychology
B.Mus., M.Mus., Northwestern University
Graduate Study, Cornell University, University of Idaho
- DALE L. HANKE (1967) Dean of the College
Professor of Education and Psychology
B.A., Luther College
M.A., University of Wyoming
Graduate Study, Iowa State College, University of Minnesota
Ed.D., University of Wyoming

- M. ED HARTER, JR. (1963) Head Basketball Coach
Baseball Coach
Assistant Professor of Physical Education
B.S., Western New Mexico University
M.S., Western New Mexico University
- FAY HARTUNG (1967) Instructor of English
B.A., Louisiana Polytechnic Institute
Graduate Study, Garret Biblical Institute
- ROBERT L. HERMANN (1967) Instructor of Economics
B.S., Drake University
M.A., Drake University
- RICHARD HINKLEY (1967) Assistant Professor
of Chemistry
B.S., Iowa State University
M.S., University of South Dakota
- JAMES L. JOHNSON (1964) Assistant Professor
of Speech and Drama
B.S., Kansas State University
M.A., University of South Dakota
Graduate Study, University of Denver and
Penn State University
- J. W. KEARNS (1966) Instructor of English
B.A., University of Montana
M.A., University of Montana
- WILLIAM B. KNOX (1964) Chairman
of the Division of Education and Psychology
Professor of Education
B.E., Wisconsin State College
M.S., University of Wisconsin
Ph.D., University of Wisconsin
- FERDINAND H. KRUSE (1967) Assistant Professor
of Chemistry
B.S., Iowa State University
M.S., University of New Mexico
Ph.D., University of New Mexico
- GERALD LANGE (1964) Director of General Studies
Associate Professor of History
Ph.B., University of North Dakota
Ph.D., University of Navarra
- GORDON A. LEIDAHN (1968) Assistant Professor of Biology
B.A., Augustana College
M.S., University of Nebraska
Ph.D., University of Nebraska

- S. KENNETH LOTSPEICH (1948) Associate
Professor of Music
B.F.A., University of Nebraska
M.Mus., University of Michigan
Graduate Study, University of Minnesota, Western State
College of Colorado, University of South Dakota
- V. A. LOWRY (1922) President Emeritus
Curator of Museum
B.S., Purdue University
Graduate Study, University of Iowa
LL.D., Dakota Wesleyan University
- ROBERT McCANN (1966) Assistant Professor
of Psychology
B.S., Lewis and Clark College
M.Ed., University of Portland
M.A., University of Portland
Graduate Study, Washington State University
- ALLEN W. McCONNELL (1966) Instructor
of Business Education
B.S., University of North Dakota
B.A., University of North Dakota
M.S., University of North Dakota
- MARGARET A. MOORE (1966) Assistant Professor
of Physical Education
B.S., University of Nebraska
M.S., University of Nebraska
- DAVID MOXNESS (1964) Instructor of Mathematics
B.S., University of North Dakota
M.A., University of South Dakota
Graduate Study, University of Kansas
Graduate Study, Oklahoma State University
- MILO E. NATWICK (1956) Director
of Institutional Development
Assistant Professor
B.S., General Beadle State College
Graduate Study, South Dakota State College
M.A., Colorado State College
- ROBERT NELLES (1967) Instructor
of Industrial Arts
B.S., Bradley University
B.S. in Ed., General Beadle State College
M.Ed., South Dakota State University

- ERWIN L. PREUSS (1958) Associate Professor
of Foreign Language and Economics
A.B., University of Prague
J.D., University of Vienna
Graduate Study, University of Toronto, Case Institute of
Technology
- JACK QUILICO (1967) Instructor of Political Science
B.S., Eastern Montana College
M.A., University of Montana
- ELIZABETH REILLY (1967) Instructor of Biology
B.S., University of Wisconsin
M.S., University of Wisconsin
- LAWRENCE B. SATTGAST (1966) Assistant Professor
of Industrial Arts
B.S., Bemidji State College
M.A., Colorado State College
Graduate Study, University of Missouri, Kansas State
College, Arizona State University
- MARCEL F. SELGESTAD (1961) Librarian
Assistant Professor
B.S., General Beadle State College
M.Ed., South Dakota State University
M. A., L.S., University of Denver
- UN CHOL SHIN (1966) Assistant Librarian
Instructor
B.S., Bemidji State College
M.A., University of Minnesota
- DICK A. STAHL (1967) Assistant to the Dean of Students
Instructor
B.A., Huron College
M.Ed., South Dakota State University
- ERNEST TEAGARDEN (1963) Chairman of
Division of Social Sciences and Business
Professor of History and Economics
B.A., Heidelberg College
M.A., Bowling Green State University
Ph.D., Western Reserve University
Graduate Study, University of London
- KEITH M. THOMPSON (1964) Chairman
of Division of Language Arts
Professor of English
B.S., City College of New York
M.A., City College of New York
Ph.D., New York University

PRESTON E. TYRRELL (1945) _____ Registrar
 Director of Admissions and Records
 Associate Professor

B.S., General Beadle State College
 M.A., University of Minnesota
 Graduate Study, University of Minnesota

ORVAL VAN DEEST (1967) _____ Instructor
 of English and Speech

B.S., Southern State College
 M.A., University of South Dakota
 Graduate Study, University of Detroit

ZENO VAN ERDEWYK (1967) _____ Assistant Professor
 of Education

B.S., General Beadle State College
 M.Ed., South Dakota State University
 Ed.D., University of North Dakota

LEOTA VAN ORNUM (1943) _____ Assistant Professor
 of Physical Education

B.S., Northern State College
 M.A., Columbia University
 Graduate Study, University of Washington, Long Beach,
 California State College

AL WEISBECKER (1967) _____ Athletic Director
 Instructor of Physical Education

B.S., Northern State College
 M.Ed., South Dakota State University

EUGENE WILLIAMS (1964) _____ Instructor
 of Science and Mathematics

B.A., Drake University
 M.A., Drake University

LAVISA WILSON (1967) _____ Instructor of Education

A.B., Augustana College
 M.S. in Ed., University of Omaha

VIOLET WITT (1945) _____ Assistant Professor
 of Business Education

B.S., University of Minnesota
 M.A., Columbia University
 Graduate Study, University of Michigan

KENNETH L. WOOD (1968) _____ Assistant Librarian
 Instructor

B.A., University of Missouri, Kansas City
 M.S., University of Denver

JAMES H. WRIGHT (1965) _____ Instructor
 of Industrial Arts & Fine Arts

B.F.A., University of Illinois
 M.F.A., Southern Illinois University

EMERITUS FACULTY MEMBERS

LOIS M. DRAKE
 GERTRUDE GILL
 C. RUTH HABEGER
 MAY C. HOGAN

AGNES KINGSTON
 V. A. LOWRY
 ALICE M. MONTGOMERY
 LENA J. MYERS

LIBRARY STAFF

MARCEL F. SELGESTAD Librarian
 UN CHOL SHIN Assistant Librarian
 KENNETH L. WOOD Assistant Librarian
 RUTH OLSON Administrative Assistant

SPECIAL SERVICES

ANN DENNY Housemother, Lowry Hall
 DAVE EDWARDS Director of Trojan Center & Higbie Hall
 CAROLINE GERRY Stores & Postal Service
 EDWARD GERRY Machine Records
 JAMES HANSON Foreman, Maintenance Staff
 EDWARD MIDGARD Director of Food Service
 VERNON MILLER Director, Financial Aids
 IRENE MOOSE Housemother, Zimmermann Hall
 RAY PETERSON Publications & Placement
 VERN SCHOENEMAN Acting Bookstore Manager
 GLADYS SCOVILL, R. N. Director of Health Service
 CARL TROOEN Instructional Media
 RAMONA VANDEN BOSCH Chief Switchboard Operator

OFFICE ASSISTANTS

ELEANOR BEACH	Accountant
BETTY FAWBUSH	Secretary, Dean of the College
IRENE HANSEN	Secretary, Registrar
RUTH HEIDELBERGER	Secretary, Dean of Women
RUTH JOHNSON	Secretary, Institutional Development
PHYLLIS KERNS	Secretary, Division of Education & Psychology
JOYCE LEIBSCH	Secretary, Machine Records
MAXINE LINDSTROM	Secretary, President
DORIS MAROON	Chief Clerk, Business Office
FRANCES McCANN	Secretary, Physical Plant
MARY MIDGARD	Secretary, Division of Health & Physical Education
EVELYN PALLI	Secretary, College Bookstore
NANCY RIPPERGER	Cashier, Business Office
KATHLEEN RUSH	Secretary, Dean of Students
HELEN SIMMONS	Assistant Registrar
RUTH WERNISCH	Secretary, Business Manager

LABORATORY EXPERIENCE CENTERS *
AND SUPERINTENDENTS

These schools have been receiving student teachers from General Beadle State College.

Alexandria	D. M. Redeen
Arlington	Ben E. Nepodal
Chester	Cortland Carnes
Dell Rapids	Henry L. Speh
De Smet	Lyle N. Lester
Flandreau	Sylvan D. Vigness
Flandreau Indian	B. B. Warner
Madison	Robert H. Cockle
Lake Preston	Merlyn Krenz
Luverne, Minnesota	H. G. Eitrem
Pierre	A. A. Thompson
Pipestone, Minnesota	E. W. Eggers
Salem	Don G. Nelson
Sioux Falls, O'Gorman	The Reverend H. W. Carroll
Sioux Falls, Public	Art L. Hoehl
Sisseton	M. J. Rabenberg
Watertown	D. D. Miller

* Accredited by North Central Association of Colleges and Secondary Schools and South Dakota Department of Public Instruction

THE NAME

GENERAL BEADLE STATE COLLEGE

General Beadle State College is named after a soldier, statesman, engineer, and educator who earned a prominent place in the history of South Dakota and the United States.

William Henry Harrison Beadle was born January 1, 1838, in Park County, Indiana. After a "log cabin" education, he entered the University of Michigan where he received a Bachelor of Arts in Engineering, a Master of Arts, Bachelor of Laws, and an honorary Doctorate of Law.

At the age of twenty-eight he held the rank of Brigadier General in the United States Army. He was decorated for meritorious service during the Siege of Corinth and the defense of Washington, D. C., during the Civil War.

William Beadle practiced law in Indiana and Wisconsin before he was appointed Surveyor General, Dakota Territory, by President Grant in 1869. It was in this post that he started his long and meritorious service to this state. Ten years later he was appointed territorial Superintendent of Public Instruction. Later he went to Oregon, where he was Superintendent of an Indian Industrial School for a short time before being called back to Madison to take the presidency of "Madison Normal" in 1889.

General Beadle served for twenty-two years as president and staff member of the College which now bears his name.

When appointed by Governor Pennington to revise the territorial laws, General Beadle formulated constitutional provisions designed to preserve sections 16 and 36 of each township for public education. He successfully proposed safeguards to school land, which limited land sales and established a minimum sale price. The adoption of his plan by Montana, North Dakota, Wyoming, Idaho, and Washington resulted in the saving of twenty million acres of school land for educational purposes. The school fund stands today as a multi-million dollar heritage to present and future generations.

General Beadle has been memorialized in South Dakota, and he has been referred to as the "first conservationist", the "savior of the school lands", and the "grand old man of education". As "first citizen" of South Dakota, he was selected to deliver the address when the cornerstone of the state capitol building was laid June 25, 1908, in Pierre. His statue stands in the Capitol, at Washington, D. C., in the state capitol rotunda at Pierre and at the entrance to this college campus.

General Beadle was instrumental in organizing the South Dakota Education Association and was the first president. The "Beadle Club", an honorary club of the SDEA, is named in recognition of the principles for which he stood. He was honored by a statewide Beadle Centennial in 1938. In 1947 a crowning recognition was accorded the General by re-naming the College in his honor.

Students are advised to review the book, *Twenty Million Acres*, written by Barrett Lowe, for a detailed biography of General W. H. Beadle.

HISTORY

General Beadle State College, the first institution primarily for the preparation of teachers in either of the Dakotas, was established by an act of the Legislative Assembly of the Territory of Dakota on March 5, 1881. C. B. Kennedy was instrumental in securing the college for Madison. The citizens of the town agreed to buy and donate to the territory one quarter section of land for the building site of the new college. The site purchased was one mile from the city limits and deemed inappropriate. A twenty-acre lot within the city was donated by Mr. Kennedy and became the present campus.

R. C. McAllister of Madison was instrumental in obtaining from the legislature of 1883 an appropriation for the first building. Work began on the structure in 1884; and in November of 1885, after a second appropriation for it had been made, the building was finished. Meanwhile school had begun on December 5, 1883, in the public school building under the direction of C. S. Richardson from Waterville, Maine. The school moved into the new structure on November 2, 1885. On February 4, 1886, the first building was destroyed by fire.

In the following month the citizens of Madison voted to issue bonds to the extent of \$25,000 to help rebuild the destroyed structure and to finish a dormitory. The proceeds from the sale of these bonds, with additional appropriations, provided for the erection of West Wing, which is today one of the main buildings on the campus.

From this beginning the school has grown in both size and concept. The physical plant has been developed to include additional land and fourteen college buildings.

The institution has been under the administrative leadership of nine presidents and three acting presidents since its founding in 1881; namely, Charles S. Richardson 1883-1887; William F. Gorrie 1881-1889; William H. H. Beadle 1889-1905; William W. Girton (acting 1901); John W. Heston 1905-1920; B. M. Lawrence (acting 1920); Edgar C. Higbie 1920-1931; E. A. Bixler (acting 1931-32); V. A. Lowry 1933-1962; Laurence S. Flaum 1962-1967; Harry P. Bowes 1967 to the present time.

The school was established under the name Madison State Normal and changed to Eastern State Normal School in 1921. In January, 1947, special legislation was enacted to recognize the contributions of W. H. H. Beadle by re-naming the institution to General Beadle State Teachers College. In February, 1964, legislation was enacted to remove "Teachers" from the name.

General Beadle State College has a period of eighty-five years of continuous service to the state in her background. In 1968 the eighty-seventh anniversary of the founding of the institution was observed; in June, 1968, the eighty-third class was graduated.

FUNCTIONS

The College performs two important functions. The primary function is the preparation of teachers to serve in the public schools. The associated function is the education of young men and women who wish to obtain the necessary preparation to enter a specific vocation, to pursue courses in pre-professional education, or to obtain the cultural advantages of special courses offered by the College.

The following curricula are offered in support of that function having to do with the preparation of teachers:

1. The four-year curricula leading to the degree, Bachelor of Science in Education, Elementary or Secondary.
2. The two-year Advanced Diploma. Refer to Certification, Page 55.

The associated function is developed through the following curricula:

1. The four-year curricula leading to the Bachelor of Science Degree.
2. The two-year Pre-professional and General Curricula.
3. The two-year Secretarial Course.

PURPOSES

The General Education Program.

The purposes of the General Education Program are to develop in the student the following abilities:

1. Skills of communication: forceful speaking and writing, effective reading, and profitable listening.
2. Health habits which are conducive to physical fitness and to the enjoyment of recreational activities, both as participants and as spectators.

3. Habits of constructive and critical thinking.
4. Knowledge and appreciation of the heritage of the past and its relationship to contemporary affairs.
5. Conception of the scientific method and of the various aspects of the scientific field, and the importance of scientific contributions to the modern world.
6. Understanding and appreciation of the arts—music, art, literature—and habits of using them as vocations and avocations.
7. A sense of the responsibilities and privileges of citizenship.
8. Well-rounded and well-adjusted personality development, including qualifications for leadership.

Teacher Education.

The purposes of the program in Teacher Education are to develop in the prospective teacher the following qualities:

1. Understanding and appreciation of the objectives, philosophy, ethics, history, and current trends of education.
2. Practical knowledge and mastery of the best teaching techniques.
3. Understanding of the meaning and application of psychology, especially as they concern motivation and the learning processes.
4. Mastery of the student's major teaching fields and adequate preparation in his minor teaching fields.
5. A concept of the relation of the teacher and of the school to the local community, and of the role of education in a democratic society.
6. A deep respect for the teaching profession and a desire to exemplify its high ideals.

General Studies.

The purposes of the curricula leading to the Bachelor of Science Degree are:

1. To provide educational experiences of a broad cultural nature so that students may:
 - a. Develop insights into life and its purposes.
 - b. Develop an appreciation of man's heritage.
 - c. Develop a constructive program for healthful living.

- d. Develop skills, knowledge and attitudes for successful living in a democratic society.
 - e. Develop a sense of civic responsibility for successful leadership in community life.
 - f. Develop a desire for maximum self development so as to make a responsible contribution to himself and society.
 - g. Develop those insights and abilities needed to make intelligent choices concerning vocational and avocational pursuits.
2. To provide a foundation on which students can develop further professional study.
 3. To encourage students not preparing for teacher education or other professional courses to develop basic skills and knowledges which will enable them to enter directly into many vocational fields for further practical experience and competency.

The Pre-Professional.

The Pre-Professional Curricula provides the first two years of preparation. Pre-Professional opportunities are provided for directed study toward a specific professional objective through the development of skills and the acquisition of the necessary background work for professional specialization.

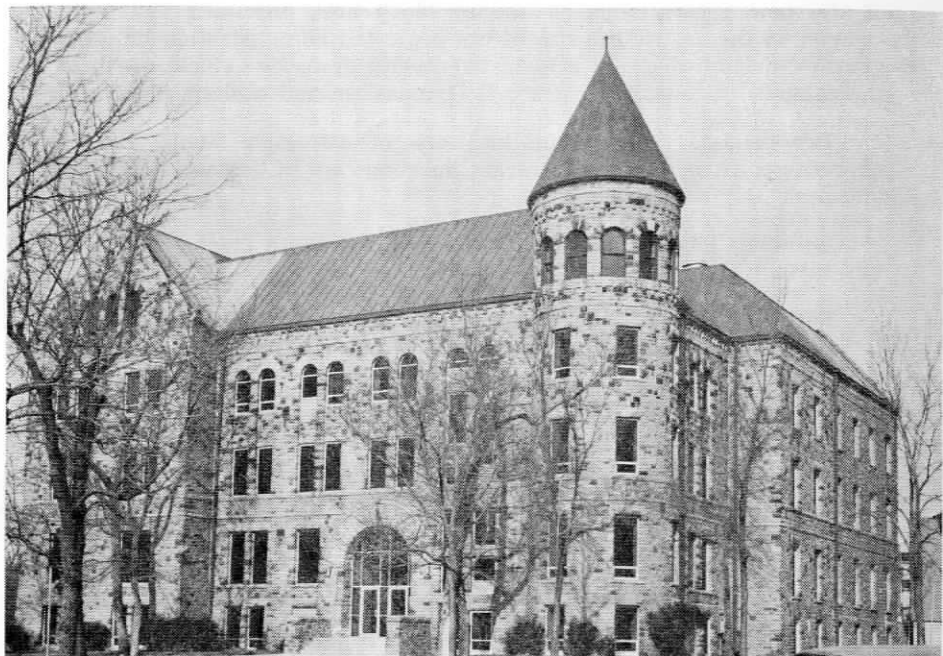
For students who have not determined their ultimate goals the general program of studies provides for the exploration of several fields before selecting a senior college field of specialization. Selection of courses should be made after counseling with an adviser and other academic officials.

The Vocational Curriculum.

The primary purpose of the two-year curricula in business is to prepare for positions as stenographers and office secretaries. The course also provides additional background in business and general education.

Objectives.

The contributions of the various instructional divisions toward the foregoing purposes are presented in later sections of the catalog as objectives of these divisions.



EAST HALL 1901

The proud heritage of the first institution of its kind in the Dakotas is preserved through construction of a completely new interior in this modern air conditioned classroom building.

BUILDINGS AND GROUNDS

The main campus of General Beadle State College includes a twenty acre area located four blocks north of the business section of the city of Madison. This is the site of the original buildings and much of the new construction. A square block area adjoining the main campus on the east is the site of the projected administration building and new dormitories. An area of twenty-five acres two blocks north of the campus, includes the Memorial Gymnasium and athletic field.

The original college buildings are of attractive South Dakota quartzite construction. More recent buildings are of harmonizing brick and pre-cast.

Buildings located from east to west on the south front of the campus include the following:

East Hall, one of the original buildings, has been reconstructed into a completely modern classroom and office building.

Kennedy Hall and West Wing are of companion architecture. Kennedy Hall houses the administration offices, the old library, the auditorium, dramatics and music rooms, physical science classrooms, laboratories and nurses office. West Wing includes classrooms and laboratory facilities for biology, art, and business, as well as faculty offices.

The women's gymnasium provides for a comprehensive physical education program for women. The lower floor houses shops and laboratories for industrial arts.

Lowry Hall, a dormitory for 70 men, is located on the west side of the campus.

Buildings located from east to west on the north front of the campus include the following:

Zimmermann Hall, a new women's dormitory, houses 128 women students and it also includes the main dining hall and cafeteria.

Higbie Hall, a new dormitory for men, provides housing for 150 students.

The Trojan Center, located in the new complex, includes a lounge, bookstore, snack bar, game rooms, conference rooms, student year-book and newspaper offices.

The Lake County Historical Museum, located on the north center of the campus, houses a valuable collection of items significant to the history and development of this region.

The main campus heating plant is centrally located to provide steam heat to all buildings.

The Karl E. Mundt Library, located on the northeast corner of the campus, is considered one of the most modern libraries in the state. It provides for 125,000 volumes as well as the complete documents and records of Senator Karl Mundt.

A new women's dormitory, located on the east block of the campus, houses 156 women students.

Plans are drawn for an administrative office building to be housed in the reconstructed Community Hospital which stands adjacent to the main campus.

The Memorial Gymnasium, located on the north campus area, provides classroom space and facilities for the men's physical education program and varsity athletics. It houses an arena seating 3,000. The Trojan football field provides facilities for varsity football and a complete track program. The stadium capacity is 2,000.

LIVING ACCOMMODATIONS

General. The College dormitories are located on the main campus. Students, other than those who live at home, are required to live in the dormitories when facilities are available.

A room reservation fee of \$25.00 must be deposited with the Housing Office of the College before a room can be reserved in dormitories. This includes a breakage fee subject to refund when the room is vacated, provided there has been no property damage. Notice of cancellation of a reservation must be filed one month prior to the beginning of a semester in order to receive a refund.

Rooms will be open for occupancy one day prior to registration for the convenience of students who find it necessary to arrive early.

Students under 21 may live in private homes only through special permission from the Dean of Women or the Dean of Men. Students who live in private homes are under the regulations set forth by the College.

The cafeteria, located in Zimmermann Hall, serves both students and faculty; it is open from 7:15 to 6:30 weekdays.

Men and women who live off the campus may eat in the cafeteria. Campus residents are required to eat there.

Zimmermann Hall. (Residence for women) Zimmermann Hall accommodates 128 women. There is an apartment in the dormitory for the house mother. Each room accommodates two students. Modern furniture is built in. Rooms are furnished with mattresses and mattress pads. Each student is expected to furnish bedding, pillows, and towels. The all-student cafeteria is located in the lower floor of the building. Each floor has a snack kitchen and lounge.

New Women's Dormitory. This building accommodates 156 women. This modern structure has two students to a room with central core lounges and kitchenette facilities on each of the four floors. Curtains and mattress pads are furnished. Students must furnish towels, bedding and pillows. A two-bedroom apartment completely furnished is provided for the housemother.

Lowry Hall. (Residence for men) Lowry Hall, a new dormitory, accommodates 70 men. There is an apartment in the dormitory for the resident supervisor. The rooms, which accommodate two to four students, are divided into areas for studying and sleeping. The rooms are furnished with bunk beds, wardrobe-dresser combination, desks and chairs. Curtains are furnished but students are expected to furnish their own towels, bedding and pillows.

Edgar C. Higbie Hall. (Residence for men) This modern structure accommodates 152 male students. Each of the rooms provides two men with sleep and study areas. The fire-resistant brick structure also contains lounge areas on each floor, laundry facilities, a central lobby and a recreation room. Students must furnish their own towels, linen, and pillows.

The Trojan Center. The Trojan Center is the community center of the college for all the members of the college family—students, faculty, administration, alumni and guests. The student union is more than a building; it is also an organization and a program. As the "living room" of the college, the union provides for the services, conveniences and amenities the members of the college family need in their daily life on the campus. The Center fulfills its purpose through the many activities in the snack bar, bookstore, gameroom, conference rooms, student newspaper and yearbook offices and lounge.

As a part of the educational program of the college, the Center serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

Health Service. The health service, under the direction of a full-time registered nurse, is available to all students. New students are required to submit a record of a recent physical examination endorsed by their personal physician. Examination forms are supplied by the College. In the event of illness, each student is entitled to seven days hospital care in the Madison Community Hospital and two calls for any one illness by a local physician of the student's choice. Routine admission tests (laboratory work and chest X-ray) are included in this service to the student.

Each illness, regardless of severity, should be reported to the nurse in order to guard the health of the student and to prevent the spread of disease. Reporting the illness is also a requirement for an

excused absence from class. Excuses for medical and dental appointments are issued **before** the class is missed. It is the responsibility of each student to follow this procedure.

Religious Life. Students are encouraged to take full advantage of the opportunities for religious growth while in attendance at the College. At the beginning of each year, lists of students are sent to the church of their preference in the city. During the first or second week of the fall term, each church entertains its student group in order to establish contacts and to acquaint the students with the church. Throughout the year regular group meetings are conducted by the pastors in the church educational centers or parish houses. College students are active in choirs and other functions of the churches. For further information see the section on "Religious Organizations".

STUDENT ORGANIZATIONS

General Beadle State College offers the student a variety of organizations in which he may participate. Each organization contributes to the development of a well-rounded adult. The activities give the student opportunities to develop leadership and knowledge of how to contribute to and work with groups in which he is interested. The organizations encourage the student to participate in student self-governing activities and allow the student to plan both for college and later life in areas most satisfying to him.

Student Senate. The Student Senate promotes growth through activity and participation in student life on the campus and acts as intermediary between the students and the administration.

Elected to the Senate from the student body are a president, vice president, secretary, two councilmen, two councilwomen, and two council members-at-large.

Class representatives are the presidents of the classes and one elected member from each class. The Dean of Students is adviser to the Senate.

The Student Senate conducts its affairs as set forth in the Student Association Constitution.

Dramatics. The Dramatics Club provides students with opportunities to work in dramatics productions, either technical or acting. Students who show interest and ability may earn points and become members of Delta Psi Omega, a national honorary fraternity. The dramatics club is one of the most productive organizations on campus.

Pi Kappa Delta. Pi Kappa Delta is a national forensic fraternity. Its purpose is to increase interest in debate, extemporaneous speaking, and original oratory. The motto is "The Art of Persuasion, Beautiful and Just."

Forensics. One of the most important aspects of anyone's education is the ability to express what one has learned. To this end, Gen-

eral Beadle State College offers courses and extra curricular activities in the field of forensics.

The Eastern. (College Newspaper) The Student Senate names the editors of the College newspaper. Any student interested in writing or journalism is encouraged to participate in publishing it.

The Trojan. (College Annual.) The Student Senate names the editor of the College annual; however, the staff of the annual comes from interested students. The yearbook is an all-college project.

Student National Education Association. The association is a chapter of the national educational association and, as such, is affiliated with the state educational organization. All students preparing to teach are eligible for membership. The main purpose is to help students develop personally and professionally into competent teachers.

Inter-Dorm Council. Lowry Hall and Zimmermann Hall, women's residences, and Higbie Hall, men's residence, elect representatives to the Inter-Dorm Council. This group formulates plans and policies that develop a social and cultural life for on-campus residents. The council also acts as the agency to promote all-college participation and include the off-campus resident students in campus life.

Higbie Hall Association. All residents of Higbie Hall are members of this association. The activities and programs are planned through elected student officers. The governmental structure of the association allows for the existence of the three branches of a democratic form of government—executive, legislative and judicial. The purpose of the association is to help young residents realize their responsibilities in today's society, and through the experiences of education and a community living situation, equip them with the ability to excel in their life's work and activities. To attain the purpose for which the organization exists, the association annually awards room scholarships to deserving residents of the hall.

Women's Residence Hall Clubs. On campus women residents are members. The club is the governing group for the women's dormitories. The main purposes are to develop a feeling of belonging for the women residents and work to develop a feeling of good fellowship with off-campus women students. The club sponsors a Big Sister-Little Sister plan each fall to welcome and to aid new women students in adjusting to college life. The club sponsors all resident social activities for women.

Women's Recreational Association. The association provides opportunities for women students to participate in athletics other than those required in the curriculum. All women students are eligible to become members. They may earn awards, letters and blazers and blankets for active participation in the programs of the association. Participation in both individual and group activity, with intramural

tournaments in major sports is available. The association sponsors Activity Nights at which time both men and women are encouraged to participate.

Varsity Club. Varsity lettermen are eligible for membership. The main purpose of the club is to promote participation in varsity athletics. It encourages its members to develop good sportsmanship. Although it influences the main policy-making committee on athletics, the club is a social organization. It is organized and governed by a constitution and elects officers to fulfill the stated functions and projects of the club.

Music. The college chorus and band are open to all qualified students. Credits may be earned for participation in these two activities. Students interested in solo or ensemble work, either vocal or instrumental, are encouraged to develop their special interests. The music department attempts to serve the college community and surrounding area by preparing special programs, concerts and recitals. These activities, plus working with the Madison Community Chorus, offer the interested students many opportunities to develop their musical interests. Both the choir and band go on tour each spring to high schools.

In recognition for outstanding work in the field of music, students may earn awards, pins, letters and major awards, depending upon the length of time they have participated.

Music Educators. In 1951 the Music Educators National Conference, affiliated with N. E. A. Music Educators Division, chartered a chapter of the Student Division of the conference at the College. Local Chapter No. 177 is primarily for Music majors and minors; but anyone interested in Music Education may join. Meetings are held monthly and the members may attend the regular state and national meetings.

Kappa Sigma Iota. The College recognizes students who have shown outstanding ability in scholarship and leadership by selecting them as members of this fraternity. The faculty and active members of the fraternity elect new members. The group has been granted concessions at different functions; and from this income, sponsors annual scholarships.

Who's Who Among Students in American Colleges and Universities. The College chartered the national recognition listing in 1950-51. Juniors and seniors who have demonstrated outstanding scholarship or leadership are eligible. Their names, interests and year of graduation are published in a directory which includes all students so honored in colleges and universities throughout the United States.

Science Club. For those students who major or minor in the fields of Mathematics and Science. The club takes field trips to areas of interest, attends scientific meetings, and conducts public service projects. The club encourages individual and group research projects with members and advisors, and have the use of college facilities to aid researchers.

Social Committee. This committee is composed of two members from each of the classes and one representative from the Student Senate. Leadership in urging and executing social functions for the entire student body is one of the main purposes of this group. Traditional events are usually chaired by members of this committee.

Trojan Center Union Board. The Student Union Board governs the activities of the Trojan Center. As stated in the Board's constitution and displayed on its emblem, the purpose of the Board is three-fold—to provide educational, cultural, and recreational experience for the students of General Beadle. In bi-weekly meetings the executive board and five committee chairmen arrange art exhibits, campus movies, socials and mixers, concert and lecture series, and numerous other activities.

Young Democrats. The Young Democrats Club functions to foster the ideals of democracy and the two party system. All members are afforded the opportunity to express their own views on local, state, national and world affairs. Political activity on the part of all students is encouraged on the state, as well as local level. Meetings are held twice monthly, featuring interesting and informative programs.

Young Republicans. The YGOP offers to the student body the opportunity to become involved in the preservation of our constitutional government, a form of government which is strengthened through use and which deteriorates with neglect. It is the purpose of the YGOP to instill in today's student citizens that knowledge of city, state, and national government which will enable them to play a contributing role in an everchanging political world.

Religious Organizations. There are four religious organizations recognized by the College. These are Lutheran Student Association, Wesley Club (Methodist), the Newman Club (Catholic), and Christian Union which is a multi-denominational group for interested Protestant students. Under the auspices of their sponsors all social, financial and organizational functions are managed by the students.

The Student Senate, in cooperation with the religious groups, sponsors speakers and films at intervals through the school year. These events have as a general theme the application of spiritual values in everyday life to contemporary problems. Ministers of the denominations represented assist in this program through the United Campus Ministry.

COLLEGE COSTS

Estimated Cost of Attendance

Tuition (Resident) per credit hour	\$ 9.50
Tuition (Non-resident) per credit hour	20.00

Based on the above costs, the resident student carrying a normal load (16 credit hours), would estimate costs per semester as follows:

Tuition: \$9.50 per cr. hr. x 16 =	152.00
Composite Fees	30.25
Textbook Rental	12.00
	\$194.25
Matriculation Fee (paid once)	5.00
Application Fee (paid once)	10.00
	\$209.25

The above costs would vary by \$9.50 for each credit hour carried over or under 16.

The corresponding costs for a non-resident student per semester:

Tuition: \$20.00 per cr. hr. x 16 =	320.00
Composite Fees	30.25
Textbook Rental	12.00
	\$362.25
Matriculation Fee (paid once)	5.00
Application Fee (paid once)	10.00
	\$377.25

The above costs would vary by \$20.00 for each credit hour carried over or under 16.

Approximate costs for room and board per semester:

Room, College Dormitory (variable)	125.00
Board, 5 days, College Cafeteria	150.00 + tax
	\$275.00

Room reservation fee to be submitted with application for room	\$ 25.00
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Average Total Cost:

Resident per academic semester	484.25
Resident per academic year	968.50
Non-resident per academic semester	652.25
Non-resident per academic year	1,304.50

All tuition and other costs are fixed by the Board of Regents, these may be changed at any time without prior notification. Registration is not complete until all tuition, fees and other charges are paid in full.

Students will be required to purchase personal items such as gymnasium suits, laboratory manuals, paper, pocket books to supplement reading, etc.

Automobile registration is required of all students. Parking violations are subject to payment of fines as established under college regulations governing on campus parking.

Students are not required to buy textbooks, but pay a rental fee at the time of registration that provides a substantial saving to the student.

All checks, money orders, etc., should be made payable to General Beadle State College.

Regular Charges

The following charges are payable at the time of registration:

TUITION

Full-Time

Resident — 16 Semester Hour Load	152.00
Resident — 8 week summer term (8 Semester Hour Load) ..	76.00
Non-resident — 16 Semester Hour Load	320.00
Non-resident — 8 week summer term (8 Semester Hour Load)	160.00

Partial Academic Year

Resident — Per Semester Hour	9.50
Non-resident — Per Semester Hour	20.00

Partial Summer Session

Resident — Per Semester Hour	9.50
Non-resident — Per Semester Hour	20.00

Extension Classes

Resident and Non-resident — Per Semester Hour	16.00
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Late Registration or Delay in payment of Tuition and Fees	10.00
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FEES

Matriculation - Paid once - First Registration	5.00
Application - Paid once - First Registration	10.00

Activity Fee

Academic Semester	12.00
Summer Term, eight weeks	6.00

Medical

Per Semester	3.00
Per Summer Term	2.00

Student Union

Per Semester	10.00
Summer Term	5.00

Alumni - Per Student, Per Semester and Summer Term75

Year Book - Per Semester 4.50

Music Lessons - 18 half-hour lessons, per semester 18.00

Cap and Gown - Approximately 3.50

Graduation

Four-year Degree	3.50
Two-year Diploma	3.50

Transcript - First Copy Free - each additional copy 1.00

Placement Bureau Fee - per year 1.00

Bookstore Rental

Per Academic Semester	12.00
Per Summer Term	6.00

Deposit - Room Reservation 25.00

(Refundable if notice of withdrawal is given one month prior to registration. During the academic term, the deposit is used as breakage fee. Any balance is refundable at the end of the term.)

BOARD AND ROOM**Room Rentals** - paid by the Semester, in advance

Higbie Hall - per semester per student	125.00
Lowry Hall - per semester per student	117.00
Zimmermann Hall - per semester per student	117.00
Under construction - per semester per student	125.00

Board - paid by the Semester, in advance

Per Semester (Monday through Friday)	150.00
Single meals - Breakfast 50c Lunch 70c Dinner 95c plus tax	

Extension and Workshop Tuition

The fee charged is \$16.00 for each semester hour. No refunds will be allowed except for sickness or inability of the instructor to offer the course. Refunds are made in accordance with the Board of Regents ruling. There will be no tuition refund for workshop once classes have begun.

Late Registration

Any student who registers later than the days designated for the term in the official college catalog or who pays his tuition and fees later than the third day of each term shall be deemed a late registrant and subject to the payment of the late registration fee.

Any exception to this rule will be made by the Registrar. Notation of the reason for making the exception shall appear on the registration record of the student. In cases where the Registrar is in doubt he shall refer the matter for decision to a committee established by the President of the College.

Activity Fee

Distribution of the Activity Fees is made by the Student Activity Committee for the various activities.

Refunds

No refunds are made for courses dropped other than by administrative action except under particular circumstances beyond the control of the students and at the request of the college.

Students who withdraw voluntarily from the College may have a refund of a portion of tuition and other fees upon the approval of the Dean of Students. The clearance form from the Registrar's office authorizing withdrawal along with the clearance slip from the bookstore is to be presented to the Business Office with a request for refund. Refunds are made in accordance with the Regents ruling as indicated in the following schedule:

	Length of term and per cent of tuition and fees to be charged	
	16-19	6-8
	Weeks Inc.	Weeks Inc.
1 week or less	20%	40%
Between 1 and 2 weeks	40%	80%
Between 2 and 3 weeks	60%	100%
Between 3 and 4 weeks	80%	100%
Over 4 weeks	100%	100%

STUDENT ASSISTANCE

Student Work Program. Work which can be done efficiently by students is reserved for them to help defray expenses and to give valuable work experience. Several of these assistantships, paying from thirty to sixty dollars per month, are available each year. The work may be in one of the science laboratories, art department, industrial arts shop, offices, library, bookstore, or maintenance department.

Unless outstanding ability has been demonstrated, students are not permitted to have two jobs during any one semester. Student assistants are required to maintain at least a "C" average in their studies.

Some students who do outside work find it difficult to make creditable progress in their studies. It is suggested that students carry less than a full academic load when they are unable to attend without working to support themselves. A student does not benefit himself professionally if he works so hard on outside duties that he is unable to demonstrate what he can do in the classroom.

Work-Study Program. The college participates in the Federal Work-Study Program which provides jobs for students who have definite financial need. In addition to the jobs listed above, the work-study program also provides employment with public or non-profit agencies, such as the Chamber of Commerce, Flandreau Indian School, Community Action Program, etc. Employment with these off-campus agencies may be in a part-time student status or in full-time summer status. Part-time employment under the Work-Study Program will pay from thirty to seventy-five dollars per month.

Work in Town. Each year local residents supply work opportunities for students. The work varies from odd jobs to regular room and board jobs. An effort is made to keep a list of such work on file and to assign it to the students best qualified. Many local residents do not submit requests for student workers until after college has started; consequently, many students find work after enrolling.

Loan Programs. A loan fund, established by former graduates and local organizations and operating under the administration of the student loan corporation provides short term loans to assist students in financing their immediate college costs.

The college also participates in the National Defense Student Loan Program to assist students intending to major in a teaching field.

The college also participates in the United Student Aid Loan Fund which provides guaranteed loans through the student's local lending institution.

Scholarships. Each year the Student Loan Corporation may award several scholarships to worthy and needy students. A fund established

by Kappa Sigma Iota provides one or two scholarships each year as determined by a committee of on-campus members.

The residence hall organizations provide scholarship funds annually. The Dorney Art Scholarship Fund offers help annually to one or two worthy art students. Off-campus organizations and individuals frequently provide scholarship funds.

The college participates in the Federal Educational Opportunity Grant Program which provides scholarships to students showing exceptional financial need. These federal scholarships are limited by the grant regulations to one-half of the total assistance received from the college. Application for this grant must therefore be made in connection with some other type of financial assistance, such as a loan or student employment.

How to Apply for Assistance. Request for application blanks for any of these types of assistance should be addressed to the Financial Aids Office, General Beadle State College. These requests should be made well in advance of anticipated enrollment. If possible a transcript of high school credits should be sent to the Registrar. It is necessary that this transcript be on file with the Registrar before financial assistance applications can be considered.

SPECIAL SERVICES

The Placement Bureau. The College maintains a Placement Bureau to serve graduates seeking positions and school boards and superintendents seeking teachers. Graduates may avail themselves of the services of the bureau at any time. The College prepares a placement file for each student being graduated. No charge is made for compiling the initial file which may be used without cost for two years following graduation. A fee of one dollar is charged for re-registration which is used to help meet the expenses of assembling further data and for mailing credentials.

The services of the Placement Bureau also are extended to students completing the two-year course in business. Files of credentials, which show the qualifications of individuals, are maintained for examination by prospective employers.

Student Procurement. This service is maintained to encourage young men and young women to enroll for college work. Personal interviews with high school students, guidance and counseling lectures for groups of this type, contacting alumni, superintendents, teachers, school officers, and other interested groups comprise a major portion of the activities carried on throughout the year. The ultimate aim of this activity is to serve better the constituency of the college by making available outstanding graduates who will represent the highest types of citizenship in their fields of endeavor.

The Alumni Bureau. The Bureau is maintained to create interest among alumni in the activities of the college and to make it possible for the college to serve alumni. Compilation of mailing lists and records, and serving as a clearing house for alumni activities are among the most important services. The Bureau aims to promote the interests of alumni at all times. The General Beadle Alumni News Bulletin is published regularly by the Director of Institutional Development.

Follow-Up Service. This service is maintained to assist supervisors and teachers in their work. An attempt is made to keep in touch with former students in order that they may be given the professional assistance necessary to insure successful work so far as is possible.

Publicity and Publications. News items covering student activity and college programs are furnished to the press. General brochures are prepared covering college offerings and are mailed in the service area. An Alumni Bulletin is distributed to all graduates on the alumni list. The Eastern is the student publication published monthly during the school year. The Trojan is the College annual and is financed by student fees.

Opportunities for Veterans

The College offers opportunities under the service men's readjustment acts which provide for the academic and vocational education of war veterans and children of veterans who lost their lives from service-incurred injury or disease.

An advisory service is maintained through which applications for admission may be made. Additional assistance on all phases of veterans' benefits is provided through direct contact with the Veterans Administration.

Veterans will be admitted to the College on the basis of having met the usual entrance requirements, as special students, or upon results of nationally approved tests administered by the College.

Credit may be allowed for some education received in the armed forces. Such work must have been taken in a college program and transferred by the college associated with the armed services program. The Veteran must present evidence of having completed such courses. The credit will be applied to the educational program in the manner best adapted to serve the needs of the individual. For further information concerning veterans' admissions, write the Registrar.

Extension Services

The College recognizes its obligation and responsibility to extend the services of its staff, and the use of its facilities, and services to the people of South Dakota. The College meets these responsibilities by offering (1) on-campus late afternoon, evening, and Saturday services

to residents of the immediate area, and (2) off-campus extension services to those who reside beyond the immediate area. These services are offered as the needs for them arise.

The extension services of the College includes both credit and non-credit courses, workshops and consulting services. These services are not limited to the area of education; they include all of the academic areas listed in the college catalog.

Late afternoon, evening and Saturday classes held on the campus will be counted as regular resident credit courses; those courses held off-campus will be counted as extension credit. A maximum of 30 semester hours of extension credit may apply toward the degree. In addition, extension credit may be used to meet certification requirements under the policy of the State Department of Public Instruction. This institution offers no college work through correspondence study.

ACADEMIC DIVISION

ADMINISTRATION AND ORGANIZATION

The Academic Division of the College is under the general supervision of the Dean of the College, Division Chairmen, Registrar, Director of General Studies and such faculty committees as are appointed by the President of the College. The Dean of the College is the principal administrative officer of the Academic Division and all questions with regard to matters directly affecting the academic program are handled by him or delegated to others in the Academic Division.

Admission and Registration. Pre-admission counseling is available to the prospective students through personal contact with the Director of Institutional Development at College Days held throughout the state during the student's senior year in high school and through correspondence or visitation to the college campus. New students are advised to come to the campus before the opening of the semester for a conference with the Dean of Students and the Registrar.

In order to provide an opportunity for students to make a more rapid adjustment to college life and work, orientation meetings are scheduled prior to the Fall Semester. All freshmen are required to participate in the orientation program.

For more immediate assistance, the student is assigned to a faculty adviser to aid him in registration and program planning. The adviser will continue to work with the student throughout the year.

For counseling on problems of personal adjustment, academic deficiencies, and for information on testing, the student is referred to the Dean of Students.

ADMISSION

New Students. All students expecting to enroll at General Beadle State College for the first time must conform to the following regulations:

1. Submit an Application for Admission on the form provided by the college. An application fee of \$10.00 must accompany this form.
2. Submit a completed health examination report form, filled in and signed by a licensed physician. (The proper form will be provided by the college).
3. Submit a high school transcript of credits proving graduation from an accredited high school. Students who have not completed high school, may be admitted by satisfactorily completing the General Education Development Test. Such admission shall be considered probationary.

4. Submit an official transcript of record from each college previously attended, which must show honorable dismissal. A Transfer Student Information form must also be submitted by the college of last attendance.
5. Submit a record showing that the student has taken the American College Test (ACT). The college will have this record for students who indicated this institution as one of three colleges of their preference at the time of writing the test. Any student who has failed to take the test will be required to take it before registration shall be considered complete.
6. Upon notification of acceptance, all unmarried students must submit a \$25.00 retainer fee along with a request for a dormitory room reservation, unless planning to live with their parents or legal guardian. Unmarried students, commuting from a given radius of the college, may also be subject to housing regulations. Any exception to the regulations must have the consent of the College Housing Office.

When the above regulations have been fulfilled, a student will be notified of his acceptance or rejection by the Office of Registrar and Admissions. The College may refuse admission and registration to students not recommended for college, or admit them on probation, as provided in the Admissions and Classification Requirements For The South Dakota State-Supported Institutions of Higher Learning.

ADMISSIONS AND CLASSIFICATION REGULATIONS

- 1.00—ADMISSION OF FRESHMAN STUDENTS. A student requesting admission must meet the requirements in this section and also any special requirements for the curriculum, school, or college of his choice. The applicant must submit a formal application for admission and must have the secondary school provide a certificate of high school credits, including a complete statement of the applicant's high school record, rank in class, scores on standardized tests and certification of high school graduation. The applicant must also submit any other evidence such as a certificate of health that may be required by individual institutions of higher learning. The completed application and supplemental requirements should be submitted ten days prior to the opening date of the Freshman and new transfer student orientation. Failure to do this may result in denial of admission to the institution.
- 1.10—A graduate of an approved South Dakota high school who applies for admission, who has the proper subject matter background, who has completed the ACT examination, who is in the upper two-thirds of his graduating class, and who meets specific curriculum requirements will generally be admitted upon certification of graduation. A candidate who is not in the upper two-thirds of his graduating class may be required to take special examinations in addition to required ACT and may after a review of his entire record and at the discretion of the admissions officer (1) be admitted, (2) be admitted on probation, (3) be required to enroll for tryout period during the preceding summer session, (4) be granted deferred admission, or (5) be denied admission.
- 1.20—An applicant, as a graduate of a state approved or regionally accredited high school in another state, (1) must have ranked among the upper one-half of the members of his graduating high school class, or (2) attained a composite score on the American College Testing Program or a similar acceptable battery of tests which places him in the upper one-half of seniors on the national norms. The options for admission by probation on trial enrollment

may also be open to him. Each college shall have the right to demand higher standards of graduates from out-of-state high schools.

- 1.30—A graduate of a non-approved high school must meet all of the above requirements.
- 1.40—The applicant who is not a high school graduate must meet all of the above requirements insofar as they exist and must take examinations to demonstrate general competence to do college work. Evidence of specific competence for admission to a given curriculum also may be required.
- 2.00—ADMISSION OF UNDERGRADUATE STUDENTS BY TRANSFER FROM OTHER COLLEGES. Regulations governing the admission of applicants by transfer from other colleges are in two categories depending upon the accreditation or lack of it at the college from which he wishes to transfer. In either category, a student who fails to meet minimal requirements may be denied admission by the admissions officer.
- 2.10—Students from accredited colleges or universities. At the discretion of each college, students may be accepted by transfer from other colleges within or outside of the state, preferential consideration being given applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing will be allowed within the framework of existing rules in each college in accordance with the following guidelines. The current issue of the REPORT OF CREDIT GIVEN BY EDUCATIONAL INSTITUTIONS published by the American Association of Collegiate Registrars and Admissions Officers is designated as the source for determination of such advanced placement as may be deemed advisable in each individual case.
- 2.11—Each applicant shall submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university previously attended. He shall also submit any other records or letters which the college may require to support his application for admission. Failure to comply shall be grounds for dismissal.
- 2.12—A transfer applicant shall (1) be expected to have maintained a "C" average (2.0 based on an "A" grade being four points) for all college work previously attempted or to have attained a composite score on the ACT or similar battery of tests, which places him in the upper fifty per centum of college-bound freshmen, and (2) not be under suspension from the last college attended.
- 2.13—The resident student who does not meet the above requirements may be permitted to apply for admission and be required to submit satisfactory information that he has potential for success in college. If admitted, such a student shall be on academic probation.
- 2.14—In general, a transfer applicant under academic suspension from the last college attended would not be considered for admission during the period of suspension or, if for an indefinite period, until one semester has passed since the last date of attendance. When eligible for consideration, the applicant will be considered as in paragraphs 2.12 and 2.13.
- 2.15—A transfer applicant under disciplinary suspension will not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous college. When it becomes proper to consider an application from the student under suspension, the college must take into account the fact of the previous suspension in considering the application.
- 2.16—Transfer credit from a junior college will not be accepted for graduation in excess of two years credit.
- 2.20—Students from non-accredited colleges. A college may refuse to recognize credits from a non-accredited college or may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits. The validation period shall not be less than one semester and will ordinarily be an academic year. Each student from a non-accredited college will be considered on his merits.
- 2.21—In addition to the academic transcript each institution of higher education under jurisdiction of the Board of Regents is required to submit a special supplementary information sheet for each student who applies for transfer among these colleges and universities. The Admissions Officer of the receiving institution shall be responsible for initiating this request for special information. This report is considered a part of the admission criteria used to determine eligibility for acceptance or rejection of such an applicant. The

format of this form, as adopted by the State Association of Registrars and Admissions Officers and any subsequent amendments thereto, shall be filed with the Executive Director of the Board of Regents and shall be subject to review by the Board of Regents at its discretion.

4.00—APPLICATION DEADLINES. An applicant for admission should submit the required application for admission and the necessary official transcript(s) and other required documents to the admissions officer at the appropriate college at least ten days prior to the beginning of orientation for the session for which the student is applying. An application for admission from a student who is required to take an entrance examination will not be considered unless the examination can be completed at least five days before the beginning of orientation. Each new undergraduate student must complete the American College Test program or the equivalent as determined by the admissions officer before the beginning of orientation for the session in which the student first registers. These regulations may be waived by the admissions officer only for adequate reasons.

5.00—FORMER STUDENTS. A student returning to the institution does not pay the matriculation fee, if previously paid, but he does submit an application for re-admission and other required documents if he has interrupted attendance by a semester or more. A former student will be considered as a transfer if he has attended another institution during the period of interruption of attendance.

6.00—NON-RESIDENT ENROLLMENT LIMITATION. If any fall enrollment of undergraduate non-resident students enrolled under the foregoing academic qualification regulations should exceed 20 per cent of the total enrollment in the seven (7) institutions of higher education, measures shall be taken by the Board of Regents to assure the above limitations.

7.00—CLASSIFICATION OF RESIDENT AND NON-RESIDENT FOR FEE AND TUITION PURPOSE. Students enrolling in one of the state institutions shall be classified as resident or non-resident for admission, fee, and tuition purposes by the registrar. The decision shall be based upon information furnished by the student and all other relevant information. The registrar is authorized to require such written documents, affidavits, verifications, or other evidence as are deemed necessary to establish the residence of the student, including proof of emancipation, adoption, ward of custody, or appointment of a guardian. The burden of establishing that a student is exempt from paying the non-resident fee and tuition is upon the student.

7.10—Definitions. For purpose of resident and non-resident classification, the word "parents" as herein used shall include legal guardians or others standing in loco parentis in all cases where custody of any applicant for admission has been granted to persons other than actual parents.

Residency is defined as the place where one remains when not called elsewhere for labor or other special or temporary purposes, and to which he returns in seasons of repose. Since the attendance at an institution of higher education is considered a special or temporary purpose, it is presumed that a student entering South Dakota from other states will not acquire residence for fee and tuition purposes in this state simply by attending one of the colleges.

"Emancipation" for these purposes, shall refer to a state of living wherein the individual is legally independent of his parents for subsistence and for making of daily decisions wherein this condition shall have existed for a period of at least 12 months.

7.20—Residence for fee and tuition purposes. Regulations regarding residence for fee and tuition payment are generally divided into two categories—those that apply to students who are minors and those that apply to students who are over 21 years of age. The requirements in these categories are different. The two categories are discussed in more detail below.

7.30—Students who are minors. The residence of a minor shall follow that of the parents at all times except in rare cases where emancipation can be proved beyond doubt. The residence of the father during their lives, and after his death, the residence of the mother, is the residence of the unmarried un-emancipated minor; but if the father and mother have separate places of residence, the minor takes residence with the parent with whom he lives or to whom he has been assigned by court order. The parents of a minor applying for admission shall be considered residents of South Dakota if they have established a presumably permanent residence within the state at least six (6) months immediately prior to the date of the minor's matriculation

at the state institution except that for fee and tuition payment purposes any person on full contract to a college or university or classified as a graduate assistant on a contract and his dependents may immediately register at the resident rate.

A minor admitted before his parents have moved to South Dakota or before they have been here six months, may be reclassified as a resident the next registration after his parents have had a residence here for six months. A minor student whose parents move their residence from South Dakota to a location outside of South Dakota shall be considered to be a non-resident commencing with the first registration after six months from the date of the parent's removal from the state.

- 7.40—Students over 21 years of age. A resident student of 21 years of age or over is (1) one whose parents were residents of the state at the time he reached the age of 21 years, or (2) who, while an adult, has established a bona fide residence in the state of South Dakota by residing in the state at least 12 months immediately preceding registration. Bona fide residence in South Dakota means the student is not in the state primarily to attend college; that he is in the state for purposes other than to attempt to qualify for resident fee and tuition status. Any non-resident student who reaches the age of 21 years while a student at any state college or university does not by virtue of such fact attain residence in this state for fee and tuition payment purposes.
- 7.50—In general, residence for fee and tuition purposes is not necessarily governed by either voting residence or by qualification for any of the various types of resident licenses. Generally speaking, the residence of a student at matriculation determines his residence status for fee and tuition purposes throughout his period of attendance at the institution.
- 7.51—Marriage. The residence of a wife follows that of her husband. However, a resident female student who marries a non-resident after determination of her residency has been established, will continue to be classified for fee and tuition purposes as a resident student if residence is continued within the state. A non-resident female student enrolled in a state college who marries a bona fide resident subsequently becomes eligible for resident rate fee and tuition after residing in South Dakota for six months. A non-resident male student enrolled in a state college does not by virtue of marriage to a bona fide resident qualify for resident rate fee and tuition.
- 7.52—A person who is moved into the state as a result of military or civil orders from the government, or a minor child of such a person, is entitled to resident status for fee and tuition purposes after being domiciled in South Dakota for 12 months. However, if the initial registration of such a minor student precedes the arrival of his parents, non-resident fees and tuition shall be charged until the next registration after the conditions set forth above are met.
- A person in military service who lists South Dakota as his "home of record" and who, immediately upon release, returns to South Dakota to enter college, will be classified as a resident.
- 7.53—The dependent of a person whose legal residence is permanently established in South Dakota, who has been classified a resident for fee and tuition purposes, may continue to be classified as a resident as long as such residence is maintained, even though circumstances may require extended absences of said person from the state. It is required that a person who claims a South Dakota residence while living in another state or country will provide proof of a continual South Dakota residency such as (1) evidence that he has not acquired a residence in another state; (2) he has maintained a continuous voting record in South Dakota, and (3) he has filed tax returns listing South Dakota as the state of residence. Either ownership of property in South Dakota or the payment of South Dakota taxes, does not in itself establish residence.
- 7.54—A student who willfully gives incorrect or misleading information to evade payment of the non-resident fees and tuition may be subject to disciplinary action and must pay the non-resident fee and tuition for each session attended.
- 7.55—An alien who has been in the United States on an immigration visa and who has established a bona fide residence in South Dakota by living in the state for at least 12 consecutive months immediately preceding registration may be eligible for resident classification provided he is in the state for purposes other than to attempt to qualify for resident status as a student.
- 7.56—Change in classification from non-resident to resident shall not be made

retroactive, and shall become effective upon the next registration after the application for resident classification is approved unless changed by appeal under provisions of paragraph 7.60.

7.60—Review. The decision of the registrar on the residence of a student for fee and tuition purposes may be appealed to the Board of Regents. During the time of appeal a student shall be classified non-resident.

Advanced Placement. Students who have done creditable work in college-level courses taken in the secondary schools and who have done well in the appropriate College Board Advanced Placement Examination will be recognized for advanced placement on an individual basis.

Late Registration. Students will not be allowed to enter after the second week of the semester without special permission.

Non-Registration. No student will be allowed to attend a course unless he is registered officially for it.

The Daily Program. The average schedule of classes is sixteen semester hours per week. A student with such a schedule spends sixteen hours per week in class. Laboratory courses require extra periods. For each non-laboratory class period he is expected to spend two hours in preparation. Students with a "B" average may be granted permission for a limited overload.

Changes in Registration. During the first two weeks of a semester, a student finding it necessary to change his registration, may do so by obtaining permission from his adviser and the Registrar. A student is not released from class attendance until the change has been made officially in the Registrar's office.

The Registrar will notify the instructor when a student has been dropped officially from a class. Until such notification is received, the instructor will assume that the student is a member of the class.

During the regular academic year, no student will be permitted to enroll for a new course after the second week of the term without the permission of the instructor concerned, his adviser, and the Registrar. In the summer session no new courses may be elected after the first five days of the term.

All subjects dropped after the first two weeks of the semester result in a grade of "F", unless the student is doing passing work in the subject and can give a justifiable reason for dropping the subject.

Withdrawal. Any student who finds it necessary to withdraw from college should make arrangements with his adviser and the Registrar for an official withdrawal. Any student who does not make such an arrangement will be considered unofficially withdrawn and a grade of "F" will be recorded in the courses for which he is registered.

Auditors. Permission to audit lecture or recitation classes regu-

larly, without participation privileges and without credit, may be obtained, with approval and by applying to the Dean of the College for an auditor's card. Auditors may not receive college credit, nor will they be permitted to take credit examinations in work audited.

Credit for Private Lessons. Credit for private lessons will be given only if the work is pursued under usual class regulations, and the credit is certified by the instructor.

Student Teaching in Summer Session. Students must have experience in teaching or have credit for one term of student teaching in order to enroll for student teaching in the summer session.

The Semester System. The work of the year is divided into two semesters of eighteen weeks each. A summer session is provided during the months of June, July and August. It is possible for students to enter at the beginning of each semester or summer session. All credits toward graduation are counted as "semester hours." A "semester hour" is granted for successful completion of a subject scheduled one period a week for eighteen weeks.

ACADEMIC REGULATIONS

Classification of Students. Students are classified in the Fall Semester each year and retain their classification through the Spring Semester regardless of number of hours earned. They are classified as follows:

Freshmen	31 semester hours or less
Sophomores	32-63 semester hours
Juniors	64-95 semester hours
Seniors	96 semester hours or over

Grades. Six grades are used to indicate quality of credits earned. These are "A", "B", "C", "D", "I" and "F". Grades of "D", "F", and "I" indicate unsatisfactory work. "D" is given for work which is of poor quality but need not be repeated; however, students cannot be graduated without a "C" average. "F" is given for work so poorly done that it must be repeated. An "I" must be removed during the first term following in which the subject is offered and in which the student is in residence or a grade of "F" will be recorded. "W" indicates a student has withdrawn officially before the end of the semester; after two weeks the "W" is followed by a "P" or "F" indicating withdrawn passing or withdrawn failing.

Grade Points. Grade points are counted as follows:

A	4 grade points for each hour of credit
B	3 grade points for each hour of credit
C	2 grade points for each hour of credit
D	1 grade point for each hour of credit
F	0 grade points for each hour of credit

Grade Point Average. A student's grade point average is computed by multiplying the grade points earned for each course by the hours of credit in the course and then dividing the total hours attempted into the total number of grade points earned. Example:

Grade	Hours in Course	Total Points
A (4)	3	12
B (3)	3	9
C (2)	3	6
D (1)	3	3
F (0)	3	0
Total hours attempted	15	Total points earned 30
30 divided by 15 = 2.00 Grade Point Average		

Scholastic Deficiency. Any student who does not maintain a 2.00 grade point average has an academic deficiency and must report to his adviser for academic counseling and advisement.

Academic Probation and Suspension. A student is placed on academic probation at the end of a semester if he fails to maintain the following cumulative grade point average:

Freshman	_____	1.50
Sophomore	_____	1.75
Junior	_____	2.00
Senior	_____	2.00

A student who completes a semester of acceptable academic work while on academic probation but does not bring his cumulative average to the above standard will continue on academic probation.

A student placed on academic probation for the second successive semester will not be allowed to enroll except for the above mentioned occasion or by petition to the Student Academic Affairs Committee.

A student who fails in one half or more of the course hours carried is placed on academic probation regardless of grade point average.

In order to be accepted into teacher education a student must have a 2.00 cumulative grade point average when he makes application, usually sometime in the sophomore year. A student must have a 2.00 cumulative grade point average to be accepted for student teaching.

Only those students with a cumulative grade point average of 2.00 or better will be eligible for graduation.

Academic Honors. Students who earn a grade point average of 3.30 in a single semester or summer session will be on the Dean's Honors List.

Special Academic Honors. Students who complete the requirements

for graduation with a cumulative grade average as follows, will be graduated with Academic Honors:

Summa Cum Laude	3.7 or above
Magna Cum Laude	3.5 - 3.69
Cum Laude	3.30 - 3.49

Repeating Courses. Any student who fails to pass a subject the second time must obtain special permission from the Committee on Student Academic Affairs to enroll in the course again. If a course is repeated to improve a grade, the grade points earned are averaged for all course hours carried with credit granted only once.

Final Examinations. Final examinations are required in all courses, and are given at a regularly scheduled time at the end of the semester.

Grade Reports. During the regular year, mid-term grades will be reported for all students with "D" and "F" grades. Grades will be reported to parents or guardians.

Correspondence Work. Correspondence credit may not count for more than two grade points per hour of credit. Correspondence work cannot be taken for credit if taken simultaneously with residence work.

Absence From Class. Enrollment in a class implies responsibility for attending each class session. No so-called "cuts" are permitted. Students absent from a class must have the instructor's permission to re-enter. Students who are absent unavoidably may have such absence excused. The school nurse will issue the excuse if the absence is due to illness which has been reported, or if the student has a medical or dental appointment and has notified the nurse of the appointment prior to missing the class. For other absences, the Dean of Students will issue such excuses. Instructors will honor all excuses written by the Nurse and the Dean. Repeated absences from the course will be reported to the Dean of Students and may result in dismissal from the course and/or the College.

Conduct. General Beadle State College has no codified rules of conduct. It is to be assumed that a student has no moral right to discredit himself or the College. It is the individual's responsibility to himself and to the College to maintain a dignity that will be a credit to both. It is assumed that students come to the College for a serious purpose, and that they will conform to regulations made by the faculty or administration.

Delinquent Bills. If a student is delinquent in the payment of any bill due the College, credits will be held up for certification and transfer until the bills are paid or the credits are released by administrative action.

Transcript. Each student is entitled to one transcript of record without charge. Additional transcripts will cost one dollar each.

GRADUATION REQUIREMENTS

Resident Requirements. To be eligible for graduation from any curriculum, a student must have attended General Beadle State College a minimum of thirty-six weeks (or two semesters) and have a minimum of 32 semester hours of work. In the two-year curriculum, the last twelve semester hours of credit earned must be taken in residence at this institution; in the four-year curriculum, the last sixteen semester hours must be earned in resident study at this institution.

Required Amount and Quality of Work. In any four year baccalaureate curriculum a student must earn a total of 128 semester hours of credit of which not more than thirty semester hours may be earned in correspondence, extension or off-campus courses. At least 40 semester hours must be completed in the upper division of the College, i.e., in courses numbered 300 or above. Special permission must be obtained from the Dean of the College and/or students adviser to take a course more than one year above or below his classification. Only those students whose total grade points are twice the number of hours attempted will be recommended for graduation from any curriculum.

Application for Graduation. All candidates for graduation from any curriculum shall make formal application in writing to the Registrar's office not later than the semester immediately preceding the semester in which the student shall complete his work. Application forms are available at the Registrar's office.

Application for Certification. All students planning to teach in South Dakota should file an application for a certificate (with the State Department of Public Instruction) at the time of completion of work. Forms are available at the office of the Registrar.

Extension and Off-Campus Credit. Any off-campus course of the College is considered to be extension credit work. Courses offered on the campus in the evening and on Saturdays will be counted as regular residence credit courses. All courses whether residence or extension credit will be taught by regular faculty members or by persons who have the same qualifications as regular faculty members and have been appointed to the faculty on a temporary or part-time basis. Not more than 30 semester hours extension credit may apply toward the degree. Extension credit may be used for certification requirements under the policy of the State Department of Public Instruction.

Program of Studies. Students who enter General Beadle State College, without previous college experience, are admitted to the General Education Program. During the first and/or the second year of study they will be assigned to General Education Advisers. The stu-

dents' experiences together with assistance from the guidance and counseling program will assist them in properly selecting their major and minor fields of study. Students who have very definite ideas about major and minor selections will be advised and enrolled in the General Education Program until they complete their first year of work.

Major and Minor Requirements. All students who graduate from General Beadle State College must complete the requirements for a major field of study. Majors are offered in Elementary Education and in the various subject matter departments within each division of the College. The requirements for a major are established by each Division. The number of hours required for a major are not the same in all Divisions. Students should review carefully major and minor requirements as established by each Academic Division. Students who major in music or who complete a composite major are not required to complete an academic minor. Students who major in Elementary Education are not required to complete an academic minor. Elementary Education majors, however, must complete the requirements for two fields of concentration that consist of twelve semester hours in each of the two subject matter areas selected, not including the required courses in General Education. Students who select majors in fields other than music, composite majors or Elementary Education must complete an academic minor. In some cases, by wise use of electives, students may complete two academic minors; however, only one minor is required for graduation except for those areas mentioned above. In all curricula a student must have a 2.00 grade point average in his major field of study.

ATHLETIC POLICY OF THE COLLEGE

The athletic program of General Beadle State College is conducted in the spirit of a wholesome program providing real values for the educational objectives of the college and the participants.

The members of the coaching staff are regular members of the faculty with the same obligations and privileges as other members of the faculty.

Control of the program of intercollegiate athletics is vested in the President and the faculty of the College who have delegated to an Athletic Committee of faculty members the administration and supervision of the program. This committee establishes the policies under which the athletic program of the College is conducted in conformity with the constitution and by-laws of the National Association of Intercollegiate Athletics and the South Dakota Intercollegiate Conference of which the College is a member.

GENERAL EDUCATION

General Beadle State College chartered by the territorial legislature for the purpose of teacher education, has a history of continuous service in that work, and this remains its primary function.

It is believed that a teacher education institution should recognize a two-fold purpose: (1) the development of the individual as a well-adjusted and worthy member of society, and (2) the development of the individual as an effective and worthy deputy of society. These purposes conceive that the education of a teacher is more inclusive than expertness in professional techniques and practices. It is equally important that the pattern of living and the functioning personality reflect the unifying effects of our culture. Such development results only when professional techniques are supplemented by some acquaintance with the best that has been thought, said, and achieved by mankind.

The purposes of the General Education Program are to develop the following abilities in the student.

1. Skills of communication: forceful speaking and writing, effective reading and profitable listening.
2. Health habits that are conducive to physical fitness and to the enjoyment of recreational activities, both as participants and as spectators.
3. Habits of constructive and critical thinking.
4. Knowledge and appreciation of the heritage of the past and its relationship to contemporary affairs.
5. Conception of the scientific method and of the various aspects of the scientific field, and the importance of scientific contributions to the modern world.
6. Understanding and appreciating the fine arts—music, art, literature—and habits of using them as vocations and avocations.
7. A sense of the responsibilities and privileges of citizenship.
8. Well-rounded and well-adjusted personality development, including qualifications for leadership.

Selected courses in general education are required which do not belong to any single area of study but which synthesize knowledge. In so far as possible these courses are included in the various curricula and meet requirements of the state law governing teaching certificates, and admission requirements of the professional schools. Except in the rigidly prescribed pre-professional curricula and the two-year education curricula, the courses listed in general education are basic and required of all candidates for graduation.

Areas of study and the year in which the work is required are shown in the following General Education outline.

GENERAL EDUCATION REQUIREMENTS IN ALL CURRICULA

Communication Skills		8 hours
Eng. 110 English Composition	3 hours	
Eng. 111 English Composition	3 hours	
Sp. 105 Fundamentals of Speech	2 hours	
Personal Development and Health		7 hours
PE 100 Fall Sports	1 hour	
PE 101 Spring Sports	1 hour	
PE 200 Individual Sports	1 hour	
PE 201 Individual Sports	1 hour	
Psy. 200 General Psychology	3 hours	
Social Science Orientation		9 hours
Hist. 300 The American Heritage	3 hours (Note 1)	
Pol. Sci. 220 American Government: National	3 hours	
Geog. 240 Introduction to Geography	3 hours	
The Natural and Life Sciences		11 hours
Math. 104 Fundamentals of Mathematics	3 hours (Note 2)	
Phy. S. 105 Physical Science (Note 3) and Bio. 207 General Biology	8 hrs.	
	or	
Bio. 201 Biology I and Bio. 202 Biology II	8 hrs.	
	or	
Chem. 120 General Chemistry and Chem. 121 Gen. Chem.	8 hrs.	
	or	
Phy. 230 General Physics and Phy. 231 Gen. Physics	8 hrs.	
Interdisciplinary Orientation		9 hours
GS. 220 The Development of World Cultures and Relationships I	4 hours	
GS. 221 The Development of World Cultures and Relationships II	4 hours	
Total		43 hours

(Notes)

1. American Heritage is not required for History majors or minors. A three hour course may be substituted. In the Elementary education program Hist. 232 is to be substituted for Hist. 300 as Hist. 231 is required in the program.
2. Mathematics majors or minors should substitute the first mathematics course in their program for this course.
3. Elementary Education Majors are required for certification purposes to take Physical Science. (Phy. S. 105)

DESCRIPTION OF COURSES

G.S. 220 The Development of World Cultures and Relationships I. An interdisciplinary course tracing the growth of civilization from its origins to the Seventeenth Century. In their historical settings, the architecture, painting, sculpture, literature, drama, philosophical and political theories, educational practices and religious commitments of both occidental and oriental societies are discussed and illustrated. 4 hours

G.S. 221 The Development of World Cultures and Relationships II. A continuation from G.S. 220. In this semester, the evolution of the modern world, both East and West, is considered. The arts and social sciences are again emphasized in their historical and political settings. Student team research projects are required both semesters. 4 hours

PRE-PROFESSIONAL CURRICULA

The College provides opportunity for the student to begin college work and later transfer that work to other institutions where they can continue their study in other professional fields in which this College does not offer a degree. Usually the courses in the General Education Program will meet the freshman and sophomore requirements to enter professional study. When a student is preparing to enter a professional field of study and the General Education courses are not the most appropriate courses for that particular field, courses from any area of the College may be selected. Students are assigned advisers who are able to aid them in selection of courses. Students in the pre-professional area are encouraged to select the college or university to which they will transfer and secure a catalog from that institution, so that the requirements from that institution can be followed. Assistance will be provided each student in the selection of his courses so that he can make intelligent choices concerning his goals. Advisers work closely with students who want to enter such professional study as Engineering, Law, Medicine, Dentistry and Pharmacy and other professional areas.

TWO-YEAR SECRETARIAL PROGRAM

The College offers a two-year secretarial program for young men and women who wish to become proficient in the secretarial skills in preparation for employment in a business office.

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Math. 104 Fundamentals of Mathematics	3	PE. 101 Spring Sports	1
PE. 100 Fall Sports	1	Sp. 105 Fundamentals of Speech	2
Bus. 150-151 Typewriting	2	Pol. Sci. 220 American Government	3
Bus. 160 Elementary Shorthand	3	Bus. 152 Advanced Typewriting	2
Electives	4	Bus. 161 Intermediate Shorthand	3
	16	Electives	2
			16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
Econ. 200 Principles of Economics	3	Geog. 240 Introduction to Geography	3
Bus. 220 Office Practice	3	Bus. 271 Accounting	3
Bus. 270 Accounting	3	Bus. 365 Secretarial Practice	3
Bus. 360 Advanced Shorthand	3	Bus. 380 Office Machines	2
Electives	3	Electives	4
	16		16

BACHELOR OF SCIENCE DEGREE

The requirements for a Bachelor of Science Degree are as follows:

1. Completion of the General Education Requirements.
2. Completion of an academic major.
3. An academic minor is also required except as provided for in specifically identified curricula.
4. The completion of electives to make a total of 128 semester hours.
5. A cumulative grade point average of 2.00 for all work attempted.
6. Compliance with all other academic regulations as prescribed.
7. The student must declare his intention of pursuing this course of study not later than the beginning of his junior year in College.
8. While a foreign language is not required for the completion of this degree, students who plan to continue their broad liberal education in another institution after graduation or who plan to specialize in a liberal arts curricula are encouraged to take at least two years of a foreign language.
9. Major and minors may be selected from any of the academic divisions of the College.
10. The major professor will be assigned as the student's adviser after the first or second year of work.

DIVISION OF EDUCATION AND PSYCHOLOGY

William B. Knox, Ph.D.	Chairman of Division Professor
Charles E. Campbell, Ph.D.	Associate Professor
Madeleine Delzer, M.S.	Assistant Professor
Dean E. Hackett, M.Mus.	Assistant Professor
Robert R. McCann, M.A., M.Ed.	Assistant Professor
Zeno M. Van Erdewyk, Ed.D.	Assistant Professor
Lavisa K. Wilson, M.S.	Instructor

The Division of Education and Psychology at General Beadle State College offers work in Kindergarten-Primary Education, Elementary Education, and Secondary Education. This permits the prospective teacher to prepare for the specific professional level of instruction in which he wishes to teach and to concentrate his studies in certain major and minor fields. Each program under a four-year plan of study leads to the Bachelor of Science Degree in Education. Upon completion of a prescribed curriculum and with a recommendation from the College, the State Department of Public Instruction will issue the candidate a certificate to teach in South Dakota in the fields and on the level in which he is prepared.

OBJECTIVES

The Division of Education and Psychology coordinates its program with the total program of the College in order to help achieve the primary objectives of the institution. More specifically the objectives of the Division are to provide the prospective teacher with the necessary elements of teacher competence, namely (1) a conception of the value of the learning process that will function meaningfully in educational situations, (2) some conception of what constitutes normal physical, mental, emotional and social development, (3) information on how to evaluate educational progress and how to provide counseling and guidance for students, (4) some insight into the various roles of the teacher, and (5) preparation for the adjustment problems that develop from the inevitable conflict of these roles.

THE PROFESSIONAL EDUCATION PROGRAM

The Professional Education Program leads to a Bachelor of Science Degree in Education. Specific details follow:

Admission to the Professional Education Program: Admission to the college does not imply acceptance for teacher education. A student may enter the teacher education program only after he has been approved by the Teacher Education Selection Committee. More specifically, the teacher selection process includes the following steps:

1. The candidate shall make application during the sophomore year for admittance to the teacher education program. All students who transfer to General Beadle State College or change to an education curriculum must make application at the time of their first registration for work in these curricula.
2. The application form shall include information concerning the student's scholastic abilities and personal background.
3. A written recommendation from the student's current adviser is required.
4. Before the Teacher Selection Committee considers any application, the College Registrar must certify that the applicant has a cumulative grade point average of 2.00 ("C").
5. The Teacher Selection Committee may or may not approve the applicant after a personal interview is conducted with each candidate.

Registration in upper division education courses (300 and 400 numbered courses) will be denied to those who have not been admitted to the Teacher Education Program.

Admission to Student Teaching: Candidates for the Bachelor of Science Degree in Education may be admitted to student teaching at the beginning of the senior year by filing an approved application with the Director of Student Teaching during the semester preceding registration in which student teaching is scheduled. Students in the two-year program shall follow the same procedure during the second semester of their first year.

Each applicant must be approved by the Admission to Student Teaching Committee. This committee consists of eight members representing the faculty and administration.

According to the criteria for admissions, the applicant must possess an overall grade point average of at least 2.0 - "C"; have demonstrated an ability to communicate orally and in writing; currently have

and will maintain ethical standards and health necessary for teaching; exhibit a mature emotional stability adequate for a classroom teacher; and possess adequate preparation in his major and minor or areas of concentration.

If it becomes necessary to remove a student from teaching, the Selection Committee will act in the best interest of all concerned. Any student who has been rejected by the Committee or who has been removed from teaching may re-apply for admission the following semester providing the deficiencies have been corrected.

Classroom Observation: Prior to student teaching, each candidate shall be given classroom observation assignments. The purpose of these observations is to help each candidate better prepare for his student-teaching assignment which will soon follow.

Student Teaching: Each student teacher is assigned to an eight-week period of full-time teaching. The student teacher is directed by experienced cooperating teachers and supervisors in the development of the professional techniques required for effective teaching. Observations, conferences, lesson planning, case studies, professional reading, and constructive suggestions are used to help in the preparation of the student in this full-time teaching period. The work is designed to give the prospective teacher the fullest possible picture of the total work required of the teacher.

CERTIFICATION

Specific courses of study are offered which lead to certification. Each certificate is issued by the State Department of Public Instruction in South Dakota upon recommendation from the college where the course work was completed. The courses of study required at General Beadle State College for the various certificates are designed to exceed the minimum certification requirements.

THE SECONDARY CERTIFICATE. This certificate permits the holder to teach in grades 7 through 12, except when especially endorsed for other grade levels in the fields of music, art and physical education.

Applicants for the Secondary Certificate must hold a Bachelor's Degree with a major in an academic or special field from a college or university that has been approved by the South Dakota State Board of Education.

THE FOUR-YEAR ELEMENTARY CERTIFICATE. This certificate permits the holder to teach in the elementary grades, kindergarten through grade 9, except when especially endorsed for other grade levels in the fields of music, art and physical education. The applicant must hold a Bachelor's Degree with work completed in a four-year curriculum in elementary education in a college or university that has been approved by the South Dakota State Board of Education.

TWO-YEAR ELEMENTARY CERTIFICATE. In conformity with certification policies of The Department of Public Instruction in South Dakota, General Beadle State College no longer recommends that students enroll in a two-year teacher training program. Those who are completing the two-year program will be allowed to do so. Elementary education students should confer with their adviser and should request special permission before enrolling in any program other than the four-year program.

CURRICULA

The purpose of these curricula is to permit the prospective teacher to concentrate in any major subject-matter field or fields, and at the professional level in which he wishes to work. The curriculum, for example, in the Elementary Education program is planned to meet the needs of teachers preparing to teach in kindergarten through grade nine. The Four-Year Secondary Curriculum is designed to meet the needs of prospective high school teachers. The curriculum for each is as follows.

FOUR-YEAR CURRICULUM IN ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education requires two academic minor concentrations from fields other than education and psychology. Each candidate shall select at least two of the following fields of study in which to concentrate. A minimum of 12 semester hours are required in each field:

Art	Mathematics
English and Speech	Music
French	Natural Science
German	Health and Physical Education
History	Social Studies
Industrial Arts	

Upon completion of the suggested fields of concentration, the following program of studies, and a recommendation from the College, the State Department of Public Instruction shall issue a teaching certificate that permits the holder to teach kindergarten through grade nine.

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Sp. 105 Fundamentals of Speech	2	Math. 104 Fundamentals of Mathematics	3
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Phy.S. 105 Physical Science	4	PE. 101 Spring Sports	1
Mus. 100 Music Fundamentals and Appreciation	2	Bio. 207 General Biology	4
PE. 100 Fall Sports	1	Art. 100 Art Fundamentals and Appreciation	2
Electives	4	Electives	3
	<hr/> 16		<hr/> 16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 200 General Psychology	3	Psy. 202 Educational Psychology	3
GS. 220 Dev. of World Cultures and Relationships I	4	GS. 221 Dev. of World Cultures and Relationships II	4
Pol. Sci. 220 American Government	3	PE. 201 Individual Sports	1

MADISON, SOUTH DAKOTA

57

PE. 200 Individual Sports	1	Ed. 209 Children's Literature	2
Hist. 231 Hist. of the U. S. through 1865	3	Hist. 232 Hist. of the U. S. since 1865	3
Electives	2	Electives	3
	<hr/> 16		<hr/> 16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Geog. 240 Introduction to Geography	3	Ed. 321 Teaching Language Arts in the Elementary School	2
Psy. 300 Human Growth and Development I or II	3	Ed. 312 Teaching Social Studies in the Elementary School	2
Ed. 310 Principles of Teaching in Elementary School	2	Ed. 328 Teaching Reading in Primary Grades or	
Ed. 314 Teaching Arithmetic in the Elementary School	2	Ed. 329 Teaching Reading in Elementary School	3
Electives	6	Ed. 316 Teaching Science in Elementary School	2
	<hr/> 16	Electives	7
			<hr/> 16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Ed. 407 Elementary School Curriculum	2
Ed. 422 Student Teaching	8	PE. 300 School Safety	1
Ed. 430 Instructional Media	2	Art. 302 Crafts for Elementary Grades	2
Ed. 404 Principles & Practices of Guidance	2	Electives	11
Ed. 402 Measurement and Evaluation	2		<hr/> 16
Ed. 410 Foundations of Education	2		
	<hr/> 16		

*Take either semester; not both.

KINDERGARTEN PRIMARY: Students who are planning to teach in the lower elementary grades (kindergarten through grade three) shall follow these changes in the above program:

Psy. 300 Human Growth & Development I (not II)
Ed. 328 Teach. of Reading in the Primary Grades
(not upper grade reading).

PE. 212 Games & Rhythms (must be added to the above program).

THE FOUR-YEAR CURRICULUM IN SECONDARY EDUCATION

This four-year curriculum leads to a Bachelor of Science Degree in Education and also meets the requirements for Secondary School Certification. Candidates for the degree must complete the following course requirements:

Specific General Education Course requirements,*
certain professional education courses, in addition to
an academic major and one academic minor, or a
composite major.**

ACADEMIC MAJORS: The requirements for each academic major is prescribed by the respective Division of the College. These specific requirements are listed in the catalogue under each Division. Academic majors may be selected from the following fields:

Art	Mathematics
Biology	**Music
Business Education	Health and Physical Education
Chemistry	**Physical Science and Mathematics
English	Social Science
History	Speech and Dramatics
Industrial Arts	

COMPOSITE MAJOR: One composite major is offered in Physical Science and Mathematics. The course requirements are prescribed in the catalog under the Division of Science and Mathematics.

MINORS: Requirements for each minor are given under the respective Division in the catalog. Minors may be selected from the following fields:

Art	History
Biology	Industrial Arts
Business Education	Mathematics
Chemistry	Music
Economics	Physics
English	Political Science
French	***Psychology
German	Social Science
Health & Physical Education	Speech and Dramatics

* General Education requirements are listed on page 49.

** No minor is required.

*** Accepted only as a second minor in the Secondary Education program. (See page 63).

PROFESSIONAL EDUCATION COURSES: In addition to the suggested academic majors and minors listed above, each candidate must complete the following described professional education courses. These courses total a minimum of 26 semester hours and begin in the sophomore year.

Year	Course	Hours
SOPHOMORE	Psy. 202 Educational Psychology	3
JUNIOR		
First Semester	Psy. 302 Human Growth & Development II	3
Second Semester	Ed. 304 General Methods in Secondary Education	2
	Ed. 3..... Special Methods in Secondary Education (in the student's academic major)*	1
	Ed. 3..... Special Methods in Secondary Education (in the student's academic minor)*	1
SENIOR	Ed. 430 Instructional Media	2
	Ed. 404 Principles and Practices of Guidance	2
	Ed. 402 Measurement and Evaluation in Education & Psychology	2
	Ed. 410 Foundations of Education	2
	Ed. 422 Student Teaching	8
		<hr/> 26

* A one credit Special Methods Course is required in each of the student's major and minor areas. These courses are given Education numbers; however, they are listed and taught within the respective academic divisions of the College.

DESCRIPTION OF COURSES

Ed. 201 Introduction to Teaching. An orientation course that includes the public school system, methods of instruction, classroom management, the teacher, and qualities necessary for success in the profession. Observations are scheduled in cooperating schools. Required of and limited to all Two-Year Curriculum candidates. **3 hours**

- Ed. 209 Children's Literature.** An overview of the history of children's books with emphasis on the selection of children's literature for elementary school children, including trends in children's literature and reading interests of various ages. Includes a unit on story-telling.
2 hours
- Ed. 221 Student Teaching.** A course in observation, student teaching under supervisors and other experiences related to elementary teaching. Required of and limited to candidates for the two-year elementary certificate. One semester.
3 hours
- Ed. 228 Special Methods in Teaching I.** A survey of teaching language arts in the elementary grades, with an emphasis upon reading. Required of and limited to Two-Year Curriculum candidates.
3 hours
- Ed. 230 Special Methods in Teaching II.** A survey of the problems, techniques, and procedures of teaching arithmetic, social studies, and science in the elementary grades. Required of and limited to Two-Year Curriculum candidates.
3 hours
- Ed. 303 Driver Education.** This course qualifies the student to handle driver training in South Dakota high schools. Primary concern of the course is to provide, for the prospective teacher, learning experiences that will help in the teaching of efficient and safe use of motor vehicles.
2 hours
- Ed. 304 General Methods in Secondary Education.** The development of Secondary School objectives, lesson planning, classroom management, and instructional methods. Students are given the opportunity to observe classroom teaching in off-campus cooperating schools.
2 hours
- Ed. 310 Principles of Teaching in the Elementary School.** Methods of instruction, classroom management, and observation in cooperating schools. Required of and limited to candidates in the Four-Year Elementary Curriculum.
2 hours
- Ed. 312 Teaching Social Studies in the Elementary School.** Aids in planning units for teaching social studies in the elementary school. Emphasis is placed on organization of materials and subject matter.
2 hours
- Ed. 314 Teaching Mathematics in the Elementary School.** Emphasizes techniques, procedures, and methods for teaching elementary arithmetic. The student becomes acquainted with modern methods of teaching and is given an opportunity to improve his skill in basic processes.
2 hours
- Ed. 316 Teaching Science in the Elementary School.** Emphasizes techniques, procedures, and methods for teaching elementary science. The student becomes acquainted with modern methods of teaching and is given an opportunity to improve his skill in basic processes.
2 hours

Ed. 321 Teaching Language Arts in the Elementary School. A survey of the problems, techniques, and procedures for teaching reading, language, penmanship, and spelling in the elementary grades. Before completing the course students are required to pass a test in penmanship and manuscript writing. 2 hours

Ed. 328 Teaching Reading in the Primary Grades. Acquaints the student with the objectives, research findings, materials, and methods of effective teaching of reading in the primary grades. 3 hours

Ed. 329 Teaching Reading in the Elementary School. Acquaints the student with materials and procedures for teaching reading in the intermediate and upper grades. 3 hours

Ed. 330 Development Reading. Reading programs in both the elementary and secondary fields are considered. Reading deficiencies are analyzed and practical methods and materials are studied. Registration only with the consent of the instructor. 3 hours

Ed. 402 Measurement and Evaluation in Education and Psychology. An introduction to tests and evaluative procedures adapted to meet the needs of elementary and high school teachers. Includes teacher constructed tests, standardized tests, and other measuring devices. Elementary statistics are included. 2 hours

Ed. 404 Principles and Practices of Guidance. A beginning course designed to help the classroom teacher understand and participate in the guidance programs in elementary and secondary schools. 2 hours

Ed. 407 Elementary School Curriculum. This course covers curriculum development to the present time and speculates upon the future. Emphasis is placed upon interpreting, evaluating and adapting the curriculum to the needs of children. 2 hours

Ed. 408 Secondary School Curriculum. This course covers curriculum development to the present time and speculates upon the future. Emphasis is placed upon interpreting, evaluating and adapting the curriculum to the needs of secondary schools. 2 hours

Ed. 409 Current Problems and Trends in Elementary Education. Current trends in education and their effects upon the elementary school curriculum. Emphasis is placed upon interpreting, evaluating and adapting the curriculum to the needs of children. 2 hours

Ed. 410 Foundations of Education. Emphasis is upon modern principles of education and how they have derived primarily from data of educational sociology, psychology and philosophy. 2 hours

Ed. 412 Current Problems and Trends in Secondary Education. Current issues and their effects upon secondary schools. Emphasis is placed upon interpretation, evaluation and the possible adaptation of these trends to the secondary school. 2 hours

Ed. 414 Individual Studies in Education. An opportunity for qualified students with adequate background and experience to make intensive study of special problems in education. Prerequisite: consent of the instructor. Hours and credits by arrangement. 1-4 hours

Ed. 421 Student Teaching. Designed for those students who have completed some student teaching experience which will apply toward the degree. In a few cases where full-time student teaching is not practical or feasible, students may have to complete the student teaching requirement through part-time student teaching with this course. **Note:** Student teaching under the Two-Year Program does not count toward graduation requirements. 1-8 hours

Ed. 422 Student Teaching. Full-time supervised teaching for nine weeks in cooperating schools, to be taken during the professional semester. A course for student teachers in all areas of specialization.

This course is required of all degree candidates even though student teaching credits may have been earned for the Two-Year Certificate. 8 hours

Ed. 430 Instructional Media. An introductory course that includes audio-visual aids and printed materials. It emphasizes the selection, operation and utilization of instructional materials to make instruction more effective. Both commercially prepared and locally produced aids are covered in the course. Two hours of lecture and one hour of laboratory per week. 2 hours

Ed. 431 Preparation of Instructional Materials. This course is designed to help teachers prepare aids for specific use in their own classes. Items include better bulletin boards, simplified lettering, graphic aids, slides, film, tapes, and other aids that teachers may produce. 2 hours

Ed. 432 New Media. Emphasis is upon the new technology in education. It includes programmed learning devices, educational television, language laboratories, overhead projection techniques and other new media. Each will be studied and evaluated in terms of present and future needs in elementary and in secondary schools. 2 hours

Ed. — Special Methods of Teaching (Major and Minor) in Secondary Schools. The texts, supplies and equipment used for teaching in the secondary school. (See Divisional listings.) 1 hour

PSYCHOLOGY

The minor in Psychology provides the student with the knowledge that he needs working in such fields as law, medicine, social work, and religion. The purpose of the sequence in psychology provides the student with basic understandings concerning human behavior.

Minor:

Psy. 202 Educational Psychology	3 hours
Psy. 300 Human Growth and Development I	3 hours
Psy. 302 Human Growth and Development II	3 hours
Psy. 306 Foundations of Personality	3 hours
Psy. 400 Mental Hygiene	3 hours
Electives (Psychology)	6 hours

 21 hours

Students pursuing the Bachelor of Science in Education programs are required to complete the prescribed courses in general education and in professional education and psychology.

In addition to these requirements the student completing the Bachelor of Science in Secondary Education must complete an academic major and an academic minor from fields other than education and psychology.

If the psychology minor is desired it may be taken as an addition to the above requirements.

Students who plan to complete the Bachelor of Science Degree, without preparation for teaching, may select psychology as a minor.

The above regulations are subject to adjustment to provide for the single major requirement in specified secondary education programs and for certain special education programs as they may relate to the elementary education curriculum.

DESCRIPTION OF COURSES

Psy. 200 General Psychology. History, development and objectives of psychology emphasizes the general principles, including methods of research and control. Students acquire a scientific understanding of behavior. Prerequisite to all courses in Psychology. 3 hours

Psy. 202 Educational Psychology. Learning based upon the biological and environment elements involved in the learning process. Current theories of learning are examined and compared. Prerequisite: General Psychology. 3 hours

Psy. 300 Human Growth and Development I. Growth and development of the human organism from conception to puberty. Emphasis is upon the physiological and psychological changes within the organism. Required of candidates for the Bachelor of Science Degree in Education who major in elementary education. Prerequisite: General Psychology. 3 hours

Psy. 302 Human Growth and Development II. Growth and development of the human organism from puberty to adulthood. Attention

is also paid to the emotional, intellectual and social development of the individual. Required of candidates for the Bachelor of Science Degree in Education who major in secondary education. Prerequisite: General Psychology. 3 hours

Psy. 306 Foundations of Personality. The development and dynamics of self. Emphasis is placed upon the elements that contribute to the foundation and development of personality potential. Prerequisite: Six hours in Psychology. 3 hours

Psy. 308 The Psychology of Individual Differences. A study of the individual in capacity, development and attitudes with emphasis on understanding the whole person and an evaluation of his capacity for balanced adjustment. Prerequisite: General Psychology and Human Growth and Development I or II. 2 hours

Psy. 400 Mental Hygiene. History and development of the mental hygiene movement. Special emphasis is placed upon the role of educators and parents in seeking to understand and help children and youth. Prerequisite: Six hours in Psychology. 3 hours

Ed. 402 Measurement and Evaluation in Education and Psychology. An introduction to tests and evaluative procedures adapted to meet the needs of elementary and high school teachers. Includes teacher constructed tests, standardized tests, and other measuring devices. Elementary statistics are included. 2 hours

Ed. 404 Principles and Practices of Guidance. A beginning course designed to help the classroom teacher understand and participate in the guidance programs in elementary and secondary schools. 2 hours

Psy. 406 Abnormal Psychology. A study of abnormal behavior. Emphasis is placed upon early recognition of personality deviation and its care and treatment. Prerequisites: Nine hours in Psychology including one course in Human Growth and Development I or II. 3 hours

Psy. 410 Advanced Educational Psychology. The application and use of theory in appropriate teaching-learning situations and effective evaluation of learning outcomes. Prerequisites: General Psychology and Educational Psychology. 3 hours

Psy. 412 The Psychology of the Exceptional Child. The behavior of exceptional children. Congenital and organic development, individual patterns of maturation and intellectual, emotional and social adjustments as they affect and effect personality development. Prerequisites: General Psychology, Human Growth and Development I or II, and Educational Psychology. 3 hours

Psy. 414 Individual Studies in Psychology. An opportunity for qualified students with adequate background and experience to make intensive study of special problems in psychology with the consent of the instructor. Hours and credits by arrangement. 1-4 hours

DIVISION OF FINE AND APPLIED ARTS

Merrill E. Brown, Ph.D.	Chairman of Division, Associate Professor
B. Paul Arnold, M.A.	Instructor
Dale Gilkey, M.A.	Assistant Professor
S. Kenneth Lotspeich, M.Mus.	Associate Professor
Robert C. Nelles, M.Ed.	Instructor
Lawrence B. Sattgast, M.S.	Assistant Professor
James H. Wright, M.F.A.	Instructor

The Division of Fine and Applied Arts develops in the students the following abilities: (1) to appreciate and understand some of the great art expressions of the past and relate them to the present by means of study, performance and listening; (2) to use the media of the arts to express themselves creatively for a vocation; (3) to use skills and knowledge in teaching the fine and applied arts in the elementary or secondary schools.

ART

Minor:

Art 101	Drawing and Composition	3 hours
Art 200	Craft and Design, Leather & Block Printing	2 hours
Art 201	Craft & Design, Clay Modeling & Art Metal	2 hours
Art 206	Design and Color	3 hours
Art 301	Art for Elementary Grades, or	3 hours
Art 303	Art for Junior & Senior High School	2 hours
Art 305	Contemporary Art	3 hours
Art 306	Watercolor Painting	3 hours
Art 307	Oil Painting	3 hours
		21-22 hours

Major:

	Minor Requirements	21-22 hours
Art 310	Figure Drawing	2 hours
Art 315	Commercial Art	3 hours
Art 401	History of Art	3 hours
Art 408	Advanced Design	2 hours
		31-32 hours

MAJOR IN ART

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
General Education		Math. 104 Fundamentals of	
Science Requirement	4	Mathematics	3
Sp. 105 Fundamentals of		General Education	
Speech	2	Science Requirement	4
Art. 101 Drawing &		Pol. Sci. 220 American	
Composition	3	Government	3
Electives	3	Art 200 Craft & Design,	
		Leather & Block Printing	2
	16		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
GS. 220 Development of		GS. 221 Development of World	
World Cultures &		Cultures &	
Relationships I	4	Relationships II	4
Psy. 200 General Psychology	3	Geog. 240 Introduction to	
Art 206 Design & Color	3	Geography	3
Electives	5	Psy. 202 Educational Psychology	3
	16	Art 306 Watercolor Paintings	3
		Art 310 Figure Drawing	2

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Hist. 300 American Heritage	3	Ed. 304 General Methods in	
Psy. 302 Human Growth &		Secondary Education	2
Development I or II	3	Ed. 351 Special Methods in Art	
Art 201 Craft & Design, Clay		in Secondary	1
Modeling & Art Metal	2	Ed. 3... Special Methods in	
Art 305 Contemporary Art	3	Minor field	1
Art. 307 Oil Painting	3	Art 303 Art for Junior and	
Electives	2	Senior High School	2
	16	or	
		Art 301 Art for Elementary	
		Grades	3
		Art 302 Craft for Elementary	
		Grades	2
		Art 315 Commercial Art	3
		Electives	4-5

Students planning to teach art in the elementary grades should take Psy. 300, Human Growth and Development I and Art 301 and 302.

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Art 401 History of Art	3
Ed. 430 Instructional Media	2	Art 408 Advanced Design	2
Ed. 404 Principles & Practices of Guidance	2	Electives	10
Ed. 402 Measurement and Evaluation	2		15
Ed. 410 Foundations of Education	2		
Ed. 422 Student Teaching	8		
	16		

* Take either semester; not both.

DESCRIPTION OF COURSES

Art 100 Art Fundamentals and Appreciation. Elementary school art work. Easel painting, clay modeling, crayon, cut paper work and the study of masterpieces in fine arts. Laboratory, two periods.
2 hours

Art 101 Drawing and Composition. Drawing in line and mass, still life, landscape and figures. Media used: pencil, charcoal, pastels, brush pen and ink. Laboratory, three periods.
3 hours

Art 200 Craft and Design, Leather Work and Block Printing. Creative crafts with emphasis on contemporary design are used in tooling leather and block printing. Two double periods.
2 hours

Art 201 Craft and Design, Clay Modeling and Art Metal Work. Designing, forming, firing and glazing objects in pottery clay. Designing and constructing objects in copper and sterling silver. Two double periods.
2 hours

Art 206 Design and Color. Fundamental principles of design are studied through creative work in two and three dimensional materials, and the aesthetic aspects of color relationship to design are applied in tempera and ink. Prerequisite: Art 100 or 101. Laboratory, three periods.
3 hours

Art 301 Art for Elementary Grades. Objectives, procedures, and activities for elementary school children from kindergarten through sixth grade. Prerequisite: Art 100 or 101. 3 hours

Art 302 Crafts for Elementary Grades. Objectives, procedures and experience in three dimensional materials for teaching creative handicrafts through the sixth grade. Prerequisite: Art 100 or equivalent. Laboratory, two periods. 2 hours

Art 303 Art for Junior and Senior High School. Techniques and units required in teaching art in the seventh and eighth grades and high school. Laboratory, two periods. 2 hours

Art 305 Contemporary Art. General appreciation of art in life with emphasis on American and Contemporary. 3 hours

Art 306 Water Color Painting. Water color painting in still life and landscape. Opportunities for individuals to experiment in figure and abstract. Prerequisite: Art 101. Laboratory, three periods. 3 hours

Art 307 Oil Painting. Provides for individual expression in oil painting with still life, portrait and draped figure work included. Prerequisite: Art 306. Laboratory, three periods. 3 hours

Art 310 Figure Drawing. A study of the skeletal and muscular structure of the human figure drawing from anatomical and life models with stress on movement and action in the figure and its treatment in pictorial composition; illustration and discussion of the work of old and modern masters in the field. Two double periods. Prerequisite: Art 101. 2 hours

Art 311 Ceramics. Emphasis on the use of clay to create tiles, figures, and pottery. Use of coil and slab methods; throwing on a potter's wheel; methods of finishing ware, such as surface decoration, glazing, incising, carving, and piercing; ways of making one and two-piece molds; slip casting; and techniques of stacking and firing a kiln. Two double periods. 2 hours

Art 312 Graphic Arts. The design and printing of etchings, engraving aquatints, mezzotints, drypoints, woodcuts, and lithographs. Prerequisite: Art 200 and 206. Two double periods. 2 hours

Art 315 Commercial Art. Experience in arrangement in illustration and lettering problems such as magazine colors, advertising layout, and packaging. Media used include charcoal, watercolor, tempera, pen and ink. Prerequisite: Art 100 or 101. Laboratory, three periods. 3 hours

Ed. 351 Special Methods of Teaching Art in Secondary Schools. The texts, supplies, equipment and management for art education. 1 hour

Art 400 Aesthetics. An integrated study of literature, music, painting, sculpture and architecture presented by instructors in those departments. Open only to juniors or seniors. No prerequisite. 3 hours

Art 401 History of Art. Architecture, sculpture and painting. Pre-historic to Renaissance. 3 hours

Art 402 History of Art. A continuation of Art 401 from the Renaissance to the Modern period. 3 hours

Art 406 Advanced Water Color Painting. A continuation of Art 306 with emphasis on individual expression. Prerequisite: Art 306. Three double periods. 3 hours

Art 407 Advanced Oil Painting. A continuation of Art 307 with emphasis on individual expression. Prerequisite: Art 307. Three double periods. 3 hours

Art 408 Advanced Design. Advanced problems in creative design including modern, abstract, experimental large design. Prerequisite: Art 206 and 306. 2 hours

Art 410 Special Projects. Special projects designed to meet the background and needs of individual students. Hours to be determined in conference with instructor. 1-3 hours

INDUSTRIAL ARTS

Minor:

IA 101 Woodworking	3 hours
IA 201 Machine Woodworking	3 hours
IA 102 Technical Drawing I	3 hours
IA 203 Technical Drawing II	3 hours
IA 300 General Metal Work	3 hours
IA 410 Shop Management	2 hours
Electives (Industrial Arts)	3 hours
	<hr/>
	20 hours

Major:

Minor Requirements	20 hours
Art 200 Craft and Design: Leather Work and Block Printing	2 hours
Art 201 Craft and Design: Clay Modeling and Art Metal Work	2 hours
IA 301 Servicing Tools and Machines	3 hours
IA 402 Welding	2 hours
IA 404 Fundamentals of Electricity	2 hours
Elective (Industrial Arts)	2 hours
	<hr/>
	33 hours

MAJOR IN INDUSTRIAL ARTS

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Gen. Educ. Science Requirements	4	Sp. 105 Fund. of Speech	2
Math. 104 Fund. of Math.	3	Pol. Sci. 220 American Government	3
IA 102 Technical Drawing I	3	Gen. Educ. Science Requirement	4
Electives	3	IA. 203 Technical Drawing II	3
	17		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
GS. 220 Dev. of World Cultures & Relationships I	4	GS. 221 Dev. of World Cultures & Relationships II	4
Psy. 200 General Psychology	3	Geog. 240 Introduction to Geography	3
Art 201 Craft & Design, Clay Modeling & Art Metal Work	2	Psy. 202 Educational Psychology	3
IA 101 Woodworking	3	IA 201 Machine Woodworking	3
Electives	3	IA 301 Servicing Tools and Machines	2
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Hist. 300 American Heritage	3	Ed. 304 General Methods in Secondary Education	2
Psy. 302 Human Growth & Development II	3	Ed. 352 Special Methods of Teaching Industrial Arts	1
IA 300 General Metal Work	3	Ed. 3_____ Special Methods of Teaching (minor fields)	1
Electives	6	Art 200 Craft and Design, Leather Work and Block Printing	2
	15	IA 410 Shop Management	2
		Electives	8
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		IA 402 Welding	2
Ed. 430 Instructional Media	2	IA 404 Fundamentals of	
Ed. 404 Principles & Practices		Electricity	2
of Guidance	2	Electives	12
Ed. 402 Measurement and			
Evaluation	2		16
Ed. 410 Found. of Education	2		
Ed. 422 Student Teaching	8		
	16		

* Take either semester; not both.

DESCRIPTION OF COURSES

IA 101 Woodworking. An introductory course in which the study of the care, use, and fundamental operations of common woodworking tools, wood technology, construction and design, abrasives, glues, and manufactured lumber are emphasized. Three double periods. 3 hours

IA 102 Technical Drawing I. An introductory course in mechanical drawing in which emphasis is placed upon the selection and use of drawing equipment, geometric constructions, lettering, orthographic projections, sections, working drawings, and pictorial drawing. Three double periods. 3 hours

IA 201 Machine Woodworking. Safety care, use and operation of circular saws, band saws, scroll saws, jointers, planers, drill presses, lathes, hollow-chisel mortisers, etc., are stressed. The student is expected to construct and design under the guidance of the instructor a suitable project with the aid of the machines. Three double periods. Prerequisite: IA 101 or consent of the instructor. 3 hours

IA 202 Advanced Machine Woodworking. A continuation of IA 201 in which the student is given an opportunity to develop more skill in the operation of the woodworking machines and to apply this skill in the creation and construction of ideas in wood. Three double periods. Prerequisite: IA 201. 3 hours

IA 203 Technical Drawing II. Auxiliary drawings, revolutions, intersections and developments, sketching and shading, helix, and conventional representation of screws, bolts, etc. Three double periods. Prerequisite: IA 102. 3 hours

IA 211 Descriptive Geometry. Development of the ability to visualize by working with space relationships of the point, line, and plane; intersection and development of surfaces of geometric solids; and practical application of principles involved. Prerequisite: IA 102. Three double periods. 3 hours

IA 300 General Metal Work. Fundamental experiences in the basic processes of bench, sheet, and art metal. Three double periods. 3 hours

IA 301 Servicing Tools and Machines. Includes the fitting of hand-saws, bandsaws, and circular saws; sharpening of edged tools, boring tools, jointer knives, and shaper knives; the splicing of sanding belts. Three double periods. 3 hours

IA 302 Woodfinishing. Preparation of wood, bleaching, staining, filling, and surface finishing with wax, shellac, varnish, lacquer, and paints are considered. Students are expected to experiment with many types of finishes and finishing materials. Two double periods. 2 hours

IA 303 Woodturning. The course includes the care, use, and operation of the lathe, spindle and face-plate work, lamination, finishing, and sharpening of cutting tools. Two double periods. 2 hours

IA 304 Leatherwork. Selection and development of designs, modeling, carving, and fabrication in the medium of leather. 1 hour

IA 305 Plastics. Design, shaping, forming, carving, engraving, and fabrication of acrylic and cast phenolic type of plastics. 1 hour

IA 306 Technical Drawing III. Places emphasis upon the making of detailed drawings and assembly drawings. Cams and gears are considered. Three double periods. Prerequisite: IA 203. 3 hours

IA 307 General Shop. Course is designed to introduce the fundamentals of general shop subjects such as wood carving, pattern making, wood burning, and others. Emphasis is placed on elementary manipulative skills. Two double periods. 2 hours

IA 311 Power Mechanics. An introduction to the different types of energy with practical applications of applied mechanics for use in industrial arts. Prerequisite: IA 202. Two double periods. 2 hours

Ed. 352 Special Methods of Teaching Industrial Art in Secondary Schools. The place of industrial arts in education, values, methods, course organization, visual aids, literature, and the planning and equipping of shops for different levels of shopwork. 1 hour

IA 401 Technical Drawing for Teachers. A study of the problems and methods of teaching technical drawing in junior and senior high schools, with a review of the necessary drawing experiences with instruments as well as lettering and sketching. Two double periods. Prerequisites: IA 102 and IA 203. 2 hours

IA 402 Welding. The study and application of basic skill and technical information in the areas of oxy-acetylene and arc welding. Two double periods. 2 hours

IA 404 Fundamentals of Electricity. An introductory course in which the fundamental operations and uses of electricity are emphasized. Two double periods. 2 hours

IA 410 Shop Management. The organization of shop experiences for industrial arts education, including: shop layout, scheduling, purchase of equipment and supplies, and teaching materials. To be taken concurrently with Ed. 352. Prerequisite: Junior standing and completion of 15 hours of course work in Industrial Arts Department. Two double periods per week. 2 hours

MUSIC

Major:

For a comprehensive (Vocal and Instrumental) major in music, the following courses are required:

Mus. 201 Basic Musicianship I	6 hours
Mus. 202 Basic Musicianship II	6 hours
Mus. 301 Basic Musicianship III	6 hours
Mus. 302 Basic Musicianship IV	6 hours

The following courses may be taken in lieu of the Basic Musicianship courses:

Mus. 203 Music Theory	3 hours
Mus. 204 Music Theory	3 hours
Mus. 303 Adv. Music Theory	3 hours
Mus. 304 Adv. Music Theory	3 hours
Mus. 309 Conducting	2 hours
Mus. 310 Analysis of Musical Form	2 hours
Mus. 400 Counterpoint	2 hours
Mus. 405 History of Music	4 hours
Mus. 408 Techniques of Arranging	2 hours
Mus. 305 Instrumental Techniques (Strings)	1 hour
Mus. 306 Instrumental Techniques (Woodwinds)	1 hour
Mus. 307 Instrumental Techniques (Brass)	1 hour
Mus. 308 Instrumental Techniques (Percussion)	1 hour
Mus. 311 Teaching Music in the Elementary School	2 hours
Mus. 409 Vocal Techniques	2 hours
Mus. Applied Music (Piano, Organ, Voice, or Instrumental)	8 hours
Mus. Band and/or Chorus	8 hours
Electives (Music)	4 hours
	<hr/>
	52 hours

Minor: Vocal

Mus. 201 Basic Musicianship I	6 hours
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Mus. 202 Basic Musicianship II	6 hours
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The following courses may be taken in lieu of the
Basic Musicianship courses:

Mus. 203 Music Theory	3 hours
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Mus. 204 Music Theory	3 hours
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Mus. 309 Conducting	2 hours
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Mus. 405 History of Music	4 hours
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Mus. 311 Teaching Music in the Elementary School	2 hours
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Mus. 409 Vocal Techniques	2 hours
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Mus. Applied Music (Piano or Voice)	4 hours
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Mus. Chorus and/or Band	4 hours
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24 hours

Minor: Instrumental

Mus. 201 Basic Musicianship I	6 hours
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Mus. 202 Basic Musicianship II	6 hours
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The following courses may be taken in lieu of the
Basic Musicianship courses:

Mus. 203 Music Theory	3 hours
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Mus. 204 Music Theory	3 hours
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Mus. 309 Conducting	2 hours
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Mus. 405 History of Music	4 hours
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Mus. 305 Instrumental Techniques (Strings)	1 hour
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Mus. 306 Instrumental Techniques (Woodwinds)	1 hour
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Mus. 307 Instrumental Techniques (Brass)	1 hour
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Mus. 308 Instrumental Techniques (Percussion)	1 hour
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Mus. Applied Music (Piano or Instrumental)	4 hours
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Mus. Band and/or Chorus	4 hours
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24 hours

If a student shows proficiency in piano, the applied music may be taken on any instrument, voice, or organ.

A student majoring in music is required to present a public recital in his senior year.

Majors and minors in music are required to participate in Band or Chorus at all times and are advised to be in both if they are technically qualified.

MAJOR IN MUSIC

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
General Education Science Requirement	4	General Education Science Requirement	4
Mus. 201 Basic Musicianship I	6	Mus. 202 Basic Musicianship II	6
Mus. 1 Applied Music	1	Mus. 1 Applied Music	1
Mus. 2 Band and/or Chorus	1	Mus. 2 Band and/or Chorus	1
	<hr/> 16		<hr/> 16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 105 Fundamentals of Speech	2	Psy. 200 General Psychology	3
PE. 200 Individual Sports	1	PE. 201 Indiv. Sports	1
GS. 220 Development of World Cultures and Relationships I	4	GS. 221 Development of World Cultures and Relationships II	4
Mus. 301 Basic Musicianship III	6	Mus. 302 Basic Musicianship IV	6
Mus. 311 Teaching Music in the Elementary School	2	Mus. 2 Band and/or Chorus	1
Mus. 2 Band and/or Chorus	1	Mus. 2 Applied Music	1
Mus. 2 Applied Music	1		<hr/> 16
	<hr/> 17		

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Math. 104 Fundamentals of Mathematics	3	Psy. 302 Human Growth and Development II	3
Psy. 202 Educational Psychology 3		Geog. 240 Introduction to Geography	3
Pol. Sci. 220 American Government	3	Ed. 304 General Methods in Secondary Education	2
Mus. 305 Instrumental Techniques (Strings)	1	Mus. 307 Instrumental Techniques (Brass)	1
Mus. 306 Instrumental Techniques (Woodwinds)	1	Mus. 308 Instrumental Techniques (Percussion)	1
Mus. 409 Vocal Techniques	2	Ed. 353 Special Methods of Teaching Instrumental Music	1
Mus. 3 Applied Music	1	Ed. 354 Special Methods of Teaching Vocal Music	1
Mus. 2 Band and/or Chorus	1	Mus. 3 Applied Music	1
Electives	2	Mus. 2 Band and/or Chorus	1
	17	Electives	2
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Hist. 300 American Heritage	3
Ed. 430 Instructional Media	2	Mus. 4 Applied Music	2
Ed. 404 Principles & Practices of Guidance	2	Mus. 2 Band and Chorus	2
Ed. 402 Measurement and Evaluation	2	Electives	7
Ed. 410 Foundations of Education	2	Senior Recital	0
Ed. 422 Student Teaching	8		14
	16		

*Take either semester; not both.

DESCRIPTION OF COURSES

Mus. 100 Music Fundamentals. The materials and methods suitable for public school music instruction in the rural and elementary schools including the basic requirements in the fundamentals of music. No prerequisite. A certification requirement in both the two-year curricula and the degree of Elementary Education. Not intended for music majors.

2 hours

Mus. 201 Basic Musicianship I. An integrated approach to the teaching of the basic materials and skills of musicianship needed by a teacher in training. Areas included in the course are: written and keyboard harmony, ear-training, arranging, counterpoint, music literature, and conducting. Course focuses on skills and knowledges needed in field of music education. Four double periods per week. 6 hours

Mus. 202 Basic Musicianship II. A continuation of Mus. 201. 6 hours

Mus. 203 Music Theory. Scales, intervals, triads, and dominant seventh chords. Modulation to closely related keys. Ear-training including sight-singing, melodic and rhythmic dictation. 3 hours

Mus. 204 Music Theory. Continuation of Mus. 203. 3 hours

Mus. 250 Class Piano. For the student who has had no piano experience but would like to develop music scale chord and rhythmic patterns. First Semester. 1 hour

Mus. 251 Class Piano. An extension of the techniques developed in the first semester. Second Semester. 1 hour

Mus. 260 Class Voice. To develop basic vocal techniques with attention to the principles of voice production, vowel formation, breathing, articulation and flexibility. First Semester. 1 hour

Mus. 261 Class Voice. A continuation of Mus. 260 using songs to develop these principles. Second Semester. 1 hour

Mus. 301 Basic Musicianship III. A second-year continuation of Mus. 201 and 202. Music history is used in a unifying area, but the skills of the first year are expanded with emphasis on form and analysis and free composition. Prerequisite: Mus. 202. Four double periods per week. 6 hours

Mus. 302 Basic Musicianship IV. A continuation of Mus. 301. 6 hours

Mus. 303 Advanced Music Theory. A continuation of Mus. 204. Includes secondary seventh chords, chromatically altered chords, remote modulations, suspensions, appoggiaturas. Continued study of rhythmic and harmonic dictation. Prerequisite: Mus. 202 or 204. 3 hours

Mus. 304 Advanced Music Theory. Continuation of Mus. 303. 3 hours

Mus. 305 Instrumental Techniques. (Strings) First Semester. 1 hour

Mus. 306 Instrumental Techniques. (Woodwinds) First Semester. 1 hour

Mus. 307 Instrumental Techniques. (Brass) Second Semester. 1 hour

Mus. 308 Instrumental Techniques. (Percussion) Second Semester. 1 hour

The instrumental technique courses are designed to teach the basic principles of tone production and playing techniques for the instruments in each group and to acquaint the student with the materials available for class and private instruction for each instrument.

Prerequisites: Mus. 202, 204, or permission of the instructor.

Mus. 309 Conducting. The study and practice of baton techniques and the problems involved in directing instrumental and choral groups. Prerequisite: Mus. 204 or permission of instructor. 2 hours

Mus. 310 Analysis of Music Form. The study of the development of music form with actual analysis of some of the works of Mendelssohn, Beethoven, and others. Prerequisite: Mus. 304 or consent of instructor. 2 hours

Mus. 311 Teaching Music in the Elementary School. A study of methods and materials used in teaching music in the elementary school. Examination and evaluation of song book series and new instructional materials and techniques. For music majors and minors. Prerequisite: Mus. 202 or 204. 2 hours

Ed. 353 Special Methods of Teaching Instrumental Music in Secondary Schools. The methods, literature and equipment necessary to organize the instrumental music program. 1 hour

Ed. 354 Special Methods of Teaching Vocal Music in Secondary Schools. Methods, literature and equipment necessary to organize the vocal music program. 1 hour

Mus. 400 Counterpoint. Simple counterpoint of all species in two, three, and four parts. An introduction to composition. Prerequisite: Mus. 304 or consent of instructor. 2 hours

Mus. 405 History of Music. A study of music from its beginning through Medieval, Renaissance, Baroque, Classic, Romantic and twentieth century periods. A study of the ever-changing styles and theoretical aspects of music through score study and listening. Prerequisite: Mus. 302, 310 or consent of instructor. 4 hours

Mus. 408 Techniques of Arranging. A study of the problems of transposition and other information necessary for arranging for instrumental combinations. Prerequisite: Mus. 204. 2 hours

Mus. 409 Vocal Techniques. A study of the techniques necessary to develop the singing voice, and a review of materials available for class and private voice culture. 2 hours

Mus. 410 Special Projects. Special projects designed to meet the background and needs of individual students. These projects can be in the areas of music theory, music education, or music history. Hours to be determined in conference with the instructor whose approval must be obtained before registration. 1-3 hours

APPLIED MUSIC

Mus. 121, 122, 221, 222, 321, 322, 421, 422 Piano—1 hour each semester

Mus. 131, 132, 231, 232, 331, 332, 431, 432 Organ—1 hour each semester

Mus. 141, 142, 241, 242, 341, 342, 441, 442 Voice—1 hour each semester

Mus. 171, 172, 271, 272, 371, 372, 471, 472 Instrumental—1 hour each semester.

A minimum of five practice hours per week in addition to the lessons are required to earn applied music credit. Registration by permission of the instructor.

ENSEMBLES

Mus. 240 Chorus—1 semester hour credit for each semester of participation.

Mus. 239 Chorus—No credit for students who do not desire elective credit toward graduation.

Mus. 270 Band—1 semester hour credit for each semester of participation.

Mus. 269 Band—No credit, for students who do not desire elective credit toward graduation.

Participation in Chorus and Band is open to qualified students by audition only.

DIVISION OF HEALTH AND PHYSICAL EDUCATION

William P. Bulfer, M.A.	Chairman of Division, Associate Professor
George C. Blankley, M.S.	Assistant Professor
Rudy Gaddini, M.A.	Instructor
Maurice E. Harter, Jr., M.S.	Assistant Professor
Margaret Moore, M.S.	Assistant Professor
Leota Van Ornum, M.A.	Assistant Professor
Al Weisbecker, M.A.	Athletic Director, Instructor

The objectives of the division are: (1) to promote, maintain, and safeguard student health; (2) to provide for the student adequate opportunity for acquiring recreational skills, not only for the present, but for carry-over leisure-time activities; (3) to assist students to prepare themselves to assume responsibilities in their own communities; (4) to educate all those who will teach to meet the normal needs of their students in physical and recreational activities; (5) to provide an adequate program for preparing special teachers, supervisors, and recreational leaders for schools and communities.

PHYSICAL EDUCATION

Minor: (Men)

PE 105	Hygiene	2 hours
PE 111	Wrestling	1 hour
PE 203	Recreational Leadership	1 hour
PE 204	Tumbling & Apparatus	2 hours
PE 206	School Health Education	3 hours
PE 207	Athletic Training	1 hour
PE 329	Theory of Football & Basketball	1 hour
PE 331	Theory of Track & Baseball	1 hour
PE 315	History & Principles of Physical Education	3 hours
PE 316	Organization & Administration of Physical Education	3 hours
		<hr/> 18 hours

Major: (Men)

PE 105	Hygiene	2 hours
PE 111	Wrestling	1 hour
PE 203	Recreational Leadership	1 hour
PE 204	Tumbling & Apparatus	2 hours
PE 206	School Health Education	3 hours

PE 207	Athletic Training	1 hour
PE 208	or PE 209 or PE 210 Dancing	1 hour
PE 329	Theory of Football & Basketball	1 hour
PE 331	Theory of Track & Baseball	1 hour
Bio. 310	Human Anatomy & Physiology	4 hours
PE 313	Kinesiology	3 hours
PE 315	History & Principles of Physical Education	3 hours
PE 316	Organization & Administration of Physical Education	3 hours
PE 338	Officiating	1 hour
PE 427	Problems of Physical Education	3 hours
		<hr/> 30 hours

Minor: (Women)

PE 105	Hygiene	2 hours
PE 203	Recreational Leadership	1 hour
PE 204	Tumbling & Apparatus	2 hours
PE 205	First Aid	1 hour
PE 206	School Health Education	3 hours
PE 208, PE 209, PE 210	Dancing	2 hours
PE 220, PE 221	Team Sports Techniques	2 hours
PE 308	Organization & Administration of Physical Education for Primary and Intermediate Grades	1 hour
PE 315	History and Principles of Physical Education	3 hours
PE 320	Individual Sports Techniques	1 hour
		<hr/> 18 hours

Major: (Women)

PE 105	Hygiene	2 hours
PE 203	Recreational Leadership	1 hour
PE 204	Tumbling & Apparatus	2 hours
PE 205	First Aid	1 hour
PE 206	School Health Education	3 hours
PE 208, PE 209, PE 210	Dancing	2 hours
PE 220 and PE 221	Team Sports Techniques	2 hours
Bio. 310	Human Anatomy & Physiology	
	Prerequisite: SM 207-4	4 hours
PE 313	Kinesiology	3 hours
PE 315	History & Principles of Physical Education	3 hours
PE 316	Organization & Administration of Physical Education	3 hours
PE 320	Individual Sports Techniques	1 hour
PE 427	Problems in Physical Education	3 hours
		<hr/> 30 hours

PHYSICAL EDUCATION MAJOR FOR MEN

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Bio. 207 General Biology	4	Math. 104 Fundamentals of Mathematics	3
Sp. 105 Fundamentals of Speech	2	Pol. Sci. 220 American Government	3
PE. 114 Introduction to Physical Education	2	Phy.S. 105 Physical Science	4
PE. 105 Hygiene	2	PE. 111 Wrestling	1
Electives	3	PE. 207 Athletic Training	1
	17	Elective	1
			17

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 200 General Psychology	3	Psy. 202 Educational Psychology	3
GS. 220 Dev. of World Cultures and Relationships I	4	Geog. 240 Introduction to Geography	3
PE. 200 Individual Sports	1	GS. 221 Dev. of World Cultures and Relationships II	4
PE. 206 School Health Education	3	PE. 201 Individual Sports	1
PE. 204 Tumbling & Apparatus	2	PE. 203 Recreational Leadership	1
Electives	3	Electives	4
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 302 Human Growth and Development II	3	PE. 316 Org. and Adm. of Physical Education	3
Hist. 300 American Heritage	3	PE. 313 Kinesiology	3
Bio. 310 Anatomy and Physiology	4	PE. 338 Officiating	1
PE. 315 History and Principles of Physical Education	3	Ed. 304 General Methods in Secondary Education	2
PE. 329 Theory of Football & Basketball	1	Ed. 355 Special Methods of Teaching Physical Education	1
Electives	2	Ed. 3 Special Methods in Minor field	1
	16	PE. 331 Theory of Track & Baseball	1
		Electives	4
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		PE. 427 Problems in Physical	
Ed. 430 Instructional Media	2	Education and Athletics	3
Ed. 404 Principles & Practices		Electives	13
of Guidance	2		
Ed. 402 Measurement &			16
Evaluation	2		
Ed. 410 Foundations of			
Education	2		
Ed. 422 Student Teaching	8		
	16		

*Take either semester; not both.

PHYSICAL EDUCATION MAJOR FOR WOMEN**FRESHMAN**

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Bio. 207 General Biology	4	Math. 104 Fundamentals of	
Sp. 105 Fundamentals of		Mathematics	3
Speech	2	Pol. Sci. 220 American	
PE. 208 Social Dancing	1	Government	3
PE. 105 Hygiene	2	Phy. S. 105 Physical Science	4
Electives	3	PE. 209 Folk Dance	1
		PE. 205 First Aid	1
	16		
			16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 200 General Psychology	3	Psy. 202 Educational Psychology	3
GS. 220 Dev. of World Cultures		Geog. 240 Introduction to	
& Relationship I	4	Geography	3
PE. 200 Individual Sports	1	GS. 221 Dev. of World Cultures	
PE. 206 School Health Educ.	3	& Relationships II	4
PE. 210 Modern Dance	1	PE. 201 Individual Sports	1
PE. 204 Tumbling & Apparatus	2	PE. 203 Recreational	
PE. 220 Team Sports Technique	1	Leadership	1
Electives	1	PE. 221 Team Sports	
		Technique	1
	16	Electives	3
			16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 302 Human Growth and Development II	3	PE. 316 Org. and Adm. of Physical Education	3
Hist. 300 American Heritage	3	PE. 313 Kinesiology	3
Bio. 311 Anatomy and Physiology for Physical Educ.	3	PE. 320 Individual Sports	1
PE. 315 History and Principles of Physical Education	3	PE. 352 Nutrition	1
Electives	4	Ed. 304 General Methods in Secondary Education	2
		Ed. 355 Special Methods in Physical Education	1
	16	Ed. 3 Special Methods in Minor field	1
		Electives	4
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		PE. 427 Problems in Physical Education and Athletics	3
Ed. 430 Instructional Media	2	Electives	13
Ed. 404 Principles and Practices of Guidance	2		16
Ed. 402 Measurement and Evaluation	2		
Ed. 410 Foundations of Education	2		
Ed. 422 Student Teaching	8		
	16		

* Take either semester; not both.

DESCRIPTION OF COURSES**Men and Women**

PE 100 Fall Sports. Pass football (men), speedball (women), basketball, and volleyball will be emphasized. 1 hour

PE 101 Spring Sports. Basketball, softball, track, and physical fitness will be emphasized. 1 hour

PE 114 Introduction to Physical Education. Cultural foundations, nature and scope, objectives with emphasis on a career in physical education. Designed as an orientation course for majors and minors. 2 hours

PE 200 Individual Sports. The student will be required to become proficient in archery and golf and other individual sports. 1 hour

PE 201 Individual Sports. The student will be required to become proficient in tennis, badminton and bowling and other individual sports. 1 hour

PE 105 Hygiene. Various phases of personal hygiene, and health, from the individual aspect, with emphasis on preventative measures. 2 hours

PE 111 Wrestling. Techniques of elementary wrestling must be mastered. Safety is emphasized. Training, drills and equipment are considered. 1 hour

PE 203 Recreational Leadership. Consideration of the nature and function of recreation, the qualities of the leader, materials and program planning and problems peculiar to the recreation leader. Emphasis is on municipal playground organization and the school intramural recreation program. 1 hour

PE 204 Tumbling and Apparatus. Course in fundamental skills. Basic skills must be acquired. Safety and its application to tumbling, gymnastics and apparatus are stressed. 2 hours

PE 205 First Aid. Regular Red Cross Standard Course. What to do as well as what not to do until the doctor arrives. 1 hour

PE 206 School Health Education. The responsibility of the physical education teacher in the roll of health teacher is stressed. The emphasis of the course is on the guidance of elementary and secondary students in teaching personal health. 3 hours

PE 207 Athletic Training. (Men) Lectures, discussions, etc., on first aid and conditioning of athletic teams. 1 hour

PE 208 Social Dance. Basic fundamentals as to body position, leading, following, music and steps of present day ballroom dancing. 1 hour

PE 209 Folk Dance. An activity class to master recreational dances of the United States and other countries. 1 hour

PE 210 Modern Dance. Simplified modern dance techniques for use in physical conditioning, recreation and creative dance. 1 hour

PE 212 Games and Rhythms. A presentation of materials, methods and techniques necessary for teaching games and rhythms in the kindergarten and primary grades. 1 hour

PE 220 Team Sports Technique I. (Women) The skills and fundamentals of team games, including soccer, field hockey, and volleyball. Study of rules and self-improvement tests are included. Opportunities are given to get experience in refereeing. 1 hour

PE 221 Team Sports Technique II. (Women) The skills and fundamentals of team games, including basketball, softball and field hockey. Study of rules and self-improvement tests are included. Opportunities are given to get experience in refereeing. Prerequisite: PE 220. 1 hour

PE 300 School Safety. Safety and its applications to school life and everyday living is emphasized with special consideration given to the Kindergarten-Elementary school level. 1 hour

PE 305 Outdoor Education. The Laboratory method is used in the fields of camp counseling, camping, outdoor training in youth activities, aquatics, hostling and hiking with emphasis on safety factors. 3 hours

PE 308 Organization and Administration of Physical Education for the Primary and Intermediate School. Essential needs covering procedures and policies. Philosophy and principles are added. Essential equipment and facilities are outlined. 1 hour

Bio. 310 Human Anatomy and Physiology. Structure and functions of the human body. Prerequisite: Bio. 207 or equivalent. Three one-hour lectures and one two-hour laboratory. Given each fall. 4 hours

PE 313 Kinesiology. Principles of body mechanics and an anatomical analysis of physical activities. Prerequisite: Bio. 310. 3 hours

PE 315 History and Principles of Physical Education. Historical background and recent trends in physical education in relation to basic principles and their application to education. 3 hours

PE 316 Organization and Administration of Physical Education. Administration, procedures and policies of physical education and athletics at the junior-senior high school level. 3 hours

PE 320 Individual Sports Technique. Fundamentals and skills of tennis, badminton and archery. Attention is given to rules and the organization of tournaments. Prerequisites: PE 220 and 221. 1 hour

PE 329 Theory of Football and Basketball. Football and basketball theory including a discussion and demonstration of individual fundamentals. Numerous offensive and defensive formations are taught. 1 hour

PE 331 Theory of Track and Baseball. This course includes the fundamentals of track and baseball including coaching techniques and training. 1 hour

PE 338 Officiating. Rules and officiating techniques in football, basketball and track. 1 hour

Ed. 355 Special Methods of Teaching Physical Education in Secondary Schools. General and specific objectives of physical education and the various theories of physical fitness are considered. Observations of physical education classes are required. 1 hour

PE 427 Problems in Physical Education and Athletics. A research and discussion course covering current problems in physical education. Special problems may be selected for elementary research. 3 hours

DIVISION OF LANGUAGE ARTS

Keith M. Thompson, Ph.D.	Chairman of Division, Professor
Albert Camden, M.A.	Assistant Professor
Robert L. Clausen, M.A.	Instructor
James D. Fredlund, M.A.	Instructor
Fay Hartung, B.A.	Instructor
James Johnson, M.A.	Assistant Professor
J. W. Kearns, M.A.	Instructor
Erwin L. Preuss, J.D.	Associate Professor
Orval Van Deest, M.A.	Instructor

The Division of Language Arts provides fundamental communication skills for all students; effective writing and speaking and some awareness of the forms of literature. In addition, the Division offers courses for students concentrating or specializing in its areas to equip them with an appreciation of English and American literature, a firm grasp of the structure and usage of English, knowledge and experience in school dramatic productions and forensic activities, and command of French or German and of the oral direct method of teaching a foreign language.

ENGLISH

Minor:

Eng. 205, Eng. 206 English Literature	6 hours
Eng. 212, Eng. 213 American Literature	6 hours
Eng. 310 Advanced Composition	2 hours
Eng. 311 Advanced Grammar	2 hours
Eng. 410 Introduction to Linguistics	2 hours
	<hr/> 18 hours

Major:

Minor requirements	18 hours
Electives*	12 hours
	<hr/> 30 hours

* Eng. 422, 423 Shakespeare, although not required, is recommended for all secondary teachers.

It is recommended that students majoring in English enrich their program by minoring in speech or foreign language. Each of these related fields is valuable in teaching English.

MAJOR IN ENGLISH

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Math. 104 Fundamentals of Mathematics	3	PE 101 Spring Sports	1
PE 100 Fall Sports	1	Geog. 240 Introduction to Geography	3
Sp. 105 Fundamentals of Speech	2	General Education	
General Education		Science Requirement	4
Science Requirement	4	Electives	5
Electives	3		16
	16		

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS. 220 Dev. of World Cultures & Relationships I	4	G.S. 221 Dev. of World Cultures & Relationships II	4
PE 200 Individual Sports	1	PE 201 Individual Sports	1
Pol. Sci. 220 American Government	3	Psy. 200 General Psychology	3
Eng. 205 English Literature	3	Eng. 206 English Literature	3
Electives	5	Electives	5
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 202 Educational Psychology	3	Ed. 304 General Methods in Secondary Education	2
Eng. 212 American Literature	3	Psy. 302 Human Growth & Development II	3
Eng. 310 Advanced Composition	2	Ed. 356 Special Methods of Teaching English	1
Electives (Elect 3 hrs. in English)	8	Ed. 3 Special Methods in Minor field	1
	16	Eng. 311 Advanced Grammar	2
		Eng. 213 American Literature	3
		Electives	4
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)		Hist. 300 American Heritage	3
Ed. 430 Instructional Media	2	Eng. 410 Introduction to	
Ed. 404 Principles & Practices		Linguistics	2
of Guidance	2	Electives	11
Ed. 402 Measurement &			
Evaluation	2		16
Ed. 410 Foundations of			
Education	2		
Ed. 422 Student Teaching	8		
	16		

DESCRIPTION OF COURSES

Eng. 110, 111 English Composition are prerequisite to all other courses in the English department.

Eng. 110 English Composition. Emphasis is placed upon a review of grammar and usage in the composition of objective themes. Logic, organization and purpose are stressed to develop efficient composition. 3 hours

Eng. 111 English Composition. A continuation from Eng. 110. Rhetorical principles are explained and then practiced in themes based upon readings in representative literature. A major research paper is required involving taking notes on cards, organizing a sentence outline, and compiling a bibliography. Prerequisite: Eng. 110. 3 hours

Eng. 205 English Literature. (449-1750) One of the basic courses for all other English courses, the survey course stresses the literature itself with literary history furnishing the background. The course covers literature through the first half of the eighteenth century. 3 hours

Eng. 206 English Literature. (1750-Contemporary) A continuation from Eng. 205. This course is concerned with English literature from the last half of the eighteenth century to the present time. 3 hours

Eng. 212 American Literature. The poetry and prose of the colonial and revolutionary periods and of the American romanticists through Holmes are studied. Emphasis is placed upon literature itself and upon literary movements. 3 hours

Eng. 213 American Literature. A continuation from Eng. 212. The writings of representative authors from Melville to World War II are studied. 3 hours

Eng. 310 Advanced Composition. Various forms of writing are studied stressing organization and techniques. Inductive and deductive methods are used, and levels of diction are explained and practiced in expository compositions. 2 hours

Eng. 311 Advanced Grammar. An intensive review of the structure, diction, terminology and usage of English is made primarily for the preparation of prospective secondary school English teachers. Practice is provided in precise composition and in the correction and revision of inefficient or confused expression. 2 hours

Eng. 312 The English Novel. In reviewing the history of the English novel, important periods, major novelists and their works and outstanding types are considered. Individual reports are given on novels of different periods. 2 hours

Eng. 314 Modern Drama. Taking Ibsen as its starting point, the development of English, Irish and American drama is traced from 1890 to the present. Representative European plays are discussed and read in order to bring the English drama into focus within the scope of modern dramatic literature. 2 hours

Eng. 315 American Fiction. A development of the forms of American fiction, short story, novelette and novel from 1800 to the present is covered. One long term paper of an historical or general literary nature is required. The course may be taken as an alternate to Eng. 312 English Novel. 2 hours

Eng. 324 Contemporary Poetry. The works of outstanding American and English poets since 1890 are studied in order to teach students to interpret and criticize poetic literature in the making. 2 hours

Ed. 356 Special Methods of Teaching English in Secondary Schools. The subject matter needed for the teaching of secondary school English is reviewed, materials are collected and methods especially applicable are considered. 1 hour

Eng. 410 Introduction to Linguistics. A study of the English language as a branch of Indo-European, and its relationship to other ancient and modern languages. Structure, syntax, morphology, phonology and etymology are considered in terms of practical usage. A research paper is required. 2 hours

Eng. 414 Creative Writing. The laboratory method is used and students are allowed freedom in the choice of types for composition. Reading, especially in contemporary literature, provide analysis of technique and stimulation. This course may be taken as an alternate to Eng. 413 Advanced Composition. 2 hours

Eng. 421 World Literature. A knowledge of the classics of foreign literature alone furnishes the comparative standards requisite for judging English and American Literature. Intensive reading is required in translations of the classics of the Orient, Spain, France, Germany, Scandinavia and Russia. 3 hours

Eng. 422 Shakespeare's Sonnets and Comedies. Shakespeare's life is studied and related to the sonnets. The study of the Elizabethan theatre provides the background for the plays. The development of Shakespeare's comic method follows in study of his outstanding comedies. 3 hours

Eng. 423 Shakespeare's Histories and Tragedies. Shakespeare's tragic method is revealed in a chronological study of the great tragedies. The histories studied are those that have intrinsic literary value. This course may be taken as an alternate to Eng. 422 Shakespeare's Sonnets and Comedies; however, for the English major or minor both courses are recommended. 3 hours

JOURNALISM

Eng. 221 Introduction to Journalism. An elementary study of feature stories and the mechanics of publishing a newspaper, such as copy and proofreading and headline-writing, is made. 2 hours

Eng. 222 Introduction to Journalism. The study of the journalistic problems introduced in Eng. 221 is continued and a brief study of editorials is made. 2 hours

Eng. 304 Editorial Direction and Problems of the High School Paper. A study is made of the functions and writing of editorials, and consideration is given to the problems connected with directing publication of the high school paper and annual. 3 hours

The sequence of 7 semester hours is recommended to students interested in Journalism. The courses meet the requirement of the Department of Public Instruction Bulletin **Secondary School Standards.**

SPEECH AND DRAMA

Minor:

Sp. 121	Introduction to Theater	2 hours
Sp. 205	Voice and Diction	2 hours
Sp. 206	Parliamentary Procedure	1 hour
Sp. 207	Discussion and Debate	3 hours
Sp. 221	Elementary Acting	2 hours
Sp. 222	Stagecraft I	2 hours
Sp. 241	Speech and Drama Activities	1 hour
Sp. 406	Introduction to Speech Correction	2 hours
Sp. 421	Play Directing	3 hours
		18 hours

Major: *

	Minor Requirements	18 hours
Sp. 242	Speech and Drama Activities	1 hour
Sp. 307	Public Speaking	2 hours
Sp. 405	Oral Interpretation	3 hours
	Electives	6 hours
		30 hours

* It is recommended that students majoring in Speech and Drama also take a minor in English. It is further recommended that both Shakespeare and Modern Drama be included in the English minor.

MAJOR IN SPEECH AND DRAMA

FRESHMEN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Comp.	3	Eng. 111 English Comp.	3
Math 104 Fund. of Math	3	PE 101 Spring Sports	1
PE 100 Fall Sports	1	Sp. 121 Intro. to Theater	2
Sp. 105 Fund. of Speech	2	Pol. Sci. 220 American Gov't.	3
Gen. Ed. Science Requirements...	4	Gen. Ed. Science Requirement ...	4
Electives	3	Electives	3
16		16	

SOPHOMORES

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS 220 Dev. of World		GS 221 Dev. of World	
Cultures & Rel. I	4	Cultures & Rel. II	4
PE 200 Individual Sports	1	PE 201 Individual Sports	1
Psy. 200 General Psychology	3	Geog. 240 Intro. to Geography	3
Sp. 205 Voice and Diction	2	Psy. 202 Educational Psy.	3
Sp. 206 Parliamentary		Sp. 222 Stagecraft I	2
Procedure	1	Electives	3
Sp. 221 Elementary Acting	2		
Electives	3		16
	16		

JUNIORS

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Hist. 300 American Heritage	3	Sp. 421 Play Directing	3
Psy. 302 Human Growth and		Ed. 304 Gen. Methods in	
Development II	3	Secondary Ed.	2
Sp. 207 Discussion & Debate	3	Ed. 357 Spec. Methods of	
Sp. 241 Speech & Drama		Teaching Speech	1
Activities	1	Ed. 3— Spec. Methods in	
Electives	6	Minor Field	1
	16	Sp. 242 Speech & Drama	
		Activities	1
		Sp. 406 Introduction to	
		Speech Correction	2
		Electives	6
			16

SENIORS

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)		Sp. 307 Public Speaking	2
Ed. 430 Instructional Media	2	Sp. 405 Oral Interpre.	
Ed. 404 Prin. and Practices		of Literature	3
of Guidance	2	Electives	11
Ed. 402 Measurement &			16
Evaluation	2		
Ed. 410 Foundations of Ed.	2		
Ed. 422 Student Teaching	8		
	16		

DESCRIPTION OF COURSES

Sp. 105 Fundamentals of Speech. Introduces the course. Develops oral skills, organization of materials, logic, and critical listening. Emphasis is placed on extemporaneous speaking. A prerequisite of all speech and drama courses. 2 hours

Sp. 121 Introduction to Theater. A study of dramatic production with emphasis on terminology, basics of acting, directing, stagecraft, and listening. Several live productions will be viewed and several examples of dramatic literature will be studied. The presentation of modern drama will be related to the heritage of the theater. A prerequisite for all courses in drama. May be taken concurrently with Sp. 105. 2 hours

Sp. 205 Voice and Diction. The study of the voice mechanism and how individual sounds are formed and the International Phonetic Alphabet used to represent these sounds. Individual attention to improvement of flexibility, clarity, resonance and quality of the speaking voice is stressed. Prerequisite Sp. 105. 2 hours

Sp. 206 Parliamentary Procedure. Study and practice in the principles of correct parliamentary procedure as applied to campus and community problems. Prerequisite: Sp. 105. 1 hour

Sp. 207 Discussion and Debate. Theory and practice of debate and discussion techniques to include logic, evidence, reasoning, group discussion and problem solving. Included is the study of group dynamics, the conference, the symposium, and the panel forum. Prerequisite: Sp. 206. 3 hours

Sp. 221 Elementary Acting. Elementary techniques of stage movement, characterization, and the varied approaches of acting are given. Practical exercises will re-enforce the theory of acting. Prerequisites: Sp. 105 and 121. 2 hours

Sp. 222 Stagecraft I. Survey of all areas of technical theater with emphasis on stage lighting, scene design, and the construction, painting, and mounting of scenery. Theory is re-enforced by laboratory work. Prerequisite: Sp. 121. 2 hours

Sp. 241-244 Speech and Drama Activities. Credit earned by active participation in the dramatic or forensic program. One hour per semester may be earned. 1-4 hours

Sp. 306 Phonetics. Study of International Phonetic Alphabet and its use in developing the student in Speech. 3 hours

Sp. 307 Public Speaking. This course gives extended training in the organization and delivery of orations and extemporaneous speeches. Special attention is placed on critical analysis and judging in a high school program. Prerequisite: Sp. 105. 2 hours

Sp. 321 Styles of Acting. Emphasis on building a character with special consideration to periods and styles of acting. Examination of selected roles from significant dramatic literature of the past and present. Prerequisite: Sp. 206. 2 hours

Sp. 322 Stagecraft II. Advanced work in technical theater with special attention on production management. Students may concentrate on one or more of the following areas: Costuming, make-up, lighting, publicity, or scenic design. Prerequisite: Sp. 222. 2 hours

Sp. 323 Children's Theater. Production requirements for plays by adults for children and by children for children are considered. Emphasis on materials, stories, art, music and dance in creative dramatics. This course is especially recommended for the teaching of elementary grades. 2 hours

Ed. 357 Special Methods of Teaching Speech in Secondary Schools. Review of the different speech activities found in the secondary and elementary schools is given. The problems confronted in these activities are considered. Developing a working bibliography for the speech minor is the main goal. 1 hour

Sp. 405 Oral Interpretation of Literature. Emphasis on analysis and adaptation of literature for oral presentation of selections from prose, poetry, and drama. 3 hours

Sp. 406 Introduction to Speech Correction. A study of the most prevalent speech defects with which a classroom teacher is confronted and ways of aiding or referring the student for help is given. Should follow Psy. 400, Mental Hygiene. 2 hours

Sp. 407 Speech for the High School Teacher. The problems of preparing and delivering classroom lectures are studied with special emphasis on applied speaking. It is recommended to all students in the teacher training program. Prerequisite: Sp. 105. 2 hours

Sp. 408 Forensics for the High School Teacher. This course provides guidelines for developing a speech program in the high schools. Contest rules, course structure, and criteria are discussed with consideration of state-wide and inter-state programs. 2 hours

Sp. 421 Play Directing. The problems of play selection, casting, blocking, character analysis, rehearsal schedules and creating a prompt book are studied. Participation in producing a play is encouraged. Special emphasis is placed on the production of plays in high schools. Prerequisites: Sp. 121 and 206. 3 hours

Sp. 422 Development of the Theater. A survey of the periods, theaters, and representative dramatic literature of theater from the dawn of civilization to the present time. Prerequisite: Sp. 121. 2 hours

Sp. 423 Television and Film Arts. A survey of the development of television and film. Directing, scripting and production techniques will be discussed. The values of television and film as an art, educational, and entertainment medium will be emphasized. Prerequisite: Sp. 105. 2 hours

Sp. 441 Special Project. Special projects designed to meet the background and needs of individual students. Hours to be determined in conference with the instructor whose approval must be obtained before registration. 1-4 hours

FOREIGN LANGUAGES

The first objective is to develop a fluency in thinking and communicating in a foreign language developed by the use of the direct oral method and audio-visual aids. All courses are supplemented by audio-visual aids, utilizing the sound laboratory and recordings of foreign language newscasts and programs, as well as the play-back of student voices. These methods are supplemented by the use of appropriate tests in the respective foreign language. The second objective is to lay the groundwork for preparing the student to teach a foreign language by the direct, oral method and modern laboratory facilities.

Minors are offered in French and German with beginning courses offered in alternating years and continuing through the 18 required credit hours for the minor.

FRENCH

Minor:

The numbered courses are sequential and must be taken in order. Exceptions may be made with permission of instructor.

FL 130 French	3 hours
FL 131 French	3 hours
FL 230 French	3 hours
FL 231 French	3 hours
FL 330 French	3 hours
FL 331 French	3 hours
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18 hours	

GERMAN

Minor:

The numbered courses are sequential and must be taken in order. Exceptions may be made with permission of the instructor.

FL 140 German	3 hours
FL 141 German	3 hours
FL 240 German	3 hours
FL 241 German	3 hours
FL 340 German	3 hours
FL 341 German	3 hours
<hr/>	
18 hours	

DESCRIPTION OF COURSES

French

FL 130 French. Phonetics, conversation, reading and essentials of grammar. Fluency in oral communication stressed. 3 hours

FL 131 French. A continuation from FL 130. 3 hours

FL 230 French. Conversation, grammar and composition are reviewed and intensified. Reading of French magazines, newspapers and contemporary French plays. Prerequisite: FL 131 or consent of the instructor. 3 hours

FL 231 French. A continuation from FL 230. 3 hours

FL 330 French. A review course of French literature. Prerequisite: FL 231. 3 hours

FL 331 French. A continuation from FL 330 through twentieth century. 3 hours

German

FL 140 German. Phonetics, conversation, reading and essentials of grammar. Fluency in oral communication stressed. 3 hours

FL 141 German. A continuation from FL 140. 3 hours

FL 240 German. Conversation, grammar and composition reviewed. Reading of German, Swiss and Austrian magazines, newspapers and contemporary German language plays. Prerequisite: FL 141 or consent of the instructor. 3 hours

FL 241 German. A continuation from FL 240. 3 hours

FL 340 German. Composition and conversation. A complete review of grammar, correct application of the rules of grammar to the spoken and written language is made. Prerequisites: FL 240 and 241. 3 hours

FL 341 German. Scientific German (Organic chemistry, physics, biology, statistical theory, philosophy and law). Prerequisite: FL 241. 3 hours

Ed. 358 Special Methods of Teaching Foreign Languages. Special methods to aid students in the teaching of foreign languages in secondary school. 1 hour

LIBRARY SCIENCE

Courses in Library Science prepare classroom teachers for responsibilities related to library activities in the elementary and secondary schools. Many schools have a need for teachers who have preparation sufficient in this area to meet minimum requirements for accreditation. Courses in this area meet these requirements.

DESCRIPTION OF COURSES

Lib. 200 Library Practice. A course planned for students who are interested in a library career. Emphasis is placed on the practical aspects of caring for books and libraries. Experience is given in the maintenance of library records and circulation desk service. May be taken in combination with any other library course or preceding a course as a library tryout experience. 3 hours

Lib. 201 Libraries and Librarianship. An introduction to library science with information on the history, functions and activities of all libraries. Emphasis is placed on the understanding of the library as a social and educational agency, and its role in the development of communication. 3 hours

Lib. 202 Reference Materials. Introduces the student to the basic general reference works. The course consists of studies in bibliographic methods, content, evaluation, organization and the use of indexes, atlases, yearbooks, government documents and the card catalog. Prerequisite: Lib. 201. 3 hours

Lib. 203 Organization of Library Collections. The course provides the student with fundamental understanding of the principles, concepts, methods, practices and problems in organizing library collections for effective use. Prerequisites: Lib. 201 or 202. 3 hours

Lib. 301 Literature for Young People. Explores the characteristics of the teen-age group, their personal interests, occupational needs, citizen responsibilities and educational aims, and relates the principles of selecting books to these aspects of their development. 3 hours

DIVISION OF SCIENCE AND MATHEMATICS

Clyde K. Brashier, Ph.D.	Chairman of Division, Professor
Robert D. Buckman, M.S.	Instructor
Joseph E. Habeger, M.S.	Instructor
Richard G. Hinkley, M.S.	Assistant Professor
Ferdinand H. Kruse, Ph.D.	Assistant Professor
Gordon A. Leidahl, Ph.D.	Assistant Professor
David Moxness, M.A.	Instructor
Eugene Williams, M.A.	Instructor

The Division of Science and Mathematics aims to present the basic principles and concepts of science; to develop an appreciation of the orderliness of the universe; to provide training in the scientific method, and the importance of scientific contribution to the modern world; to emphasize the cultural values of science and mathematics and their influences on society; and to provide basic requirements for prospective teachers and pre-professional requirements in other areas.

BIOLOGY

Minor:

Bio. 201	General Biology I	4 hours
Bio. 202	General Biology II	4 hours
Bio. 208	General Biology III	4 hours
Bio. 209	General Biology IV	4 hours
	Biology (Electives)	4 hours
Total Hours		20 hours

Major:

Completion of the Core Program for Minors		20 hours
Electives in Biology		12 hours
Total Hours		32 hours

The mathematics and chemistry requirement for General Education will serve as a basic requirement for Biology majors.

It is advised that all majors in Biology select a related field for the required minor.

All majors and minors must take Ed. 359 Special Methods for Teaching Biology, as a part of their professional program.

MAJOR IN BIOLOGY

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Bio. 201 General Biology I	4	Bio. 202 General Biology II	4
Chem. 120 General Chemistry I	4	Chem. 121 General Chemistry II	4
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Sp. 105 Fund. of Speech	2	Pol. Sci. 220 American Gov't.	3
Math. 111 College Math I	3	PE. 101 Spring Sports	1
PE. 100 Fall Sports	1	Elective	1
	<hr/>		<hr/>
	17		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Bio. 208 General Biology III	4	Bio. 209 General Biology IV	4
Geog. 240 Introduction to Geography	3	Psy. 202 Educational Psychology	3
Psy. 200 General Psychology	3	GS. 221 Development of World Cultures	4
GS. 220 Development of World Cultures	4	Hist. 300 American Heritage	3
PE. 200 Fall Sports	1	PE. 201 Spring Sports	1
Elective	1	Elective	1
	<hr/>		<hr/>
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Phy. 230 General Physics I	4	Ed. 304 Gen. Methods in Secondary Education	2
Psy. 302 Human Growth & Development	3	Ed. 359 Special Methods for Teaching Biology	2
Electives	9	Elect (Biology)	4
	<hr/>	Electives	8
	16		<hr/>
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Electives (Biology)	8
Ed. 422 Student Teaching	8	Electives	8
Ed. 430 Inst. Media	2		16
Ed. 404 Principles and Prac- tices of Guidance	2		
Ed. 410 Foundations of Education	2		
Ed. 402 Measurement & Evaluation	2		
	16		

*Take either semester; not both.

DESCRIPTION OF COURSES

Bio. 201 General Biology I. This is the first of a four semester sequence for all biology majors and minors. The course will stress the basic concepts involving the role of the molecules in plant and animal existence. This will give the student background for teaching the blue version of the Biological Science Curriculum Study Program. Lecture, three hours; laboratory, two hours. 4 hours

Bio. 202 General Biology II. The role of the cell will be stressed in this course. The cellular development of both plants and animals will be involved. This will give the students background in teaching the yellow version of the Biological Science Curriculum Study Program. Prerequisite: Bio. 201 or the consent of the instructor. Lecture, three hours; laboratory, two hours. 4 hours

Bio. 207 General Biology. This course is a general survey course for all non-science students. It will be used to satisfy a part of the laboratory science requirements. The interrelationship of biological concepts will be stressed. No prerequisite. Lecture, three hours; laboratory, one hour. 4 hours

Bio. 208 General Biology III. Principles of General Ecology at the ecosystem level will be stressed. Particular emphasis will be on population dynamics. This course will give a background for the green version of the Biological Science Curriculum Study Program. Prerequisite: Bio. 202 or the consent of the instructor. Lecture, three hours; laboratory, two hours. 4 hours

Bio. 209 General Biology IV. This course will cover the use of laboratory equipment and techniques involved in all advanced biology courses. Prerequisite: Bio. 208 or the consent of the instructor. Lecture, two one-hour; laboratory, two two-hour periods. 4 hours

Bio. 301 Conservation Principles. The study of natural resources, problems and wise use. Two one-hour lectures and one two-hour laboratory. Given on alternate years. 3 hours

Bio. 305 Ornithology. Survey of bird habitat, ecology, morphology, and migration. Identification of birds in field. Prerequisites: Bio. 202 or 209. One hour lecture and two three-hour laboratories. Given on alternate years. 4 hours

Bio. 306 Comparative Anatomy of Vertebrates. Comparing the origin, development, and anatomy of the classes of vertebrates. Prerequisite: Bio. 209. Three one-hour lectures and one two-hour laboratory. Given on alternate years. 4 hours

Bio. 307 Systematic Botany. Identification and classification of plants with field and laboratory exercises. Prerequisite: Bio. 202. Two one-hour lectures and two two-hour laboratories. Given alternate years. 4 hours

Bio. 310 Human Anatomy and Physiology. Structure and functions of the human body. Prerequisite: Bio. 207 or equivalent. Three one-hour lectures and one two-hour laboratory. 4 hours

Bio. 312 Principles of Genetics and Heredity. Principles involved in heredity of plants and animals will be studied. Prerequisite: Bio. 207 or equivalent. Three one-hour lectures. Given alternate years. 3 hours

Bio. 313 Bacteriology. Principles of microbiology and microbiological techniques will be studied. Prerequisite: Bio. 202 or 209. Two one-hour lectures and two two-hour laboratories. Given alternate years. 4 hours

Bio. 314 General Parasitology. A study of important protozoans, helminths and arthropods that parasitize man, livestock and wildlife. Prerequisite: Bio. 202 or 209. Three one-hour lectures and one two-hour laboratory. Given alternate years. 4 hours

Bio. 315 Embryology. A study of the development of tissues, organs and systems as found in the chick and pig. Prerequisite: Bio. 202 or 209. Two one-hour lectures and two two-hour laboratories. Given alternate years. 4 hours

Ed. 359 Special Methods of Teaching Biology in Secondary Schools. Techniques for the teaching of biology are explored. For majors and minors in Biology. Given each spring semester or as needed. 1 hour

Bio. 415 Independent Study. Students are assigned special reading topics or experimental problems in the field of biology. Through occasional appointment and forums, progress reports are made as these assignments are being worked out. This course is for biology majors only. 1-4 hours

CHEMISTRY

Minor:

Chem. 120, 121	General Chemistry I & II	8 hours
Chem. 223, 224	Organic Chemistry I & II	8 hours
	Chemistry Electives	4 hours
		<hr/>
		20 hours

Major:

	Minor Requirements	16 hours
Chem. 320, 321	Analytical Chemistry I, II	8 hours
Chem. 424	Theoretical Physical Chemistry	4 hours
Math. 215	Elementary Calculus I	4 hours
Math. 216	Elementary Calculus II	4 hours
		<hr/>

36 hours

Psy. 230, 231, and Math. 111 or 112 may substitute for general education science requirements for majors. It is suggested that all minors of the major be in related fields.

MAJOR IN CHEMISTRY

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Pol. Sci. 220 American Gov't.	3	Sp. 105 Fundamentals of Speech	2
*Math. 111 or 112 College		Math. 113 College Math II	5
Math. I	3	Chem. 121 General Chemistry II	4
Chem. 120 General Chemistry I	4	Elective	1
Electives	2		<hr/>
			16
	16		

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Math. 215 Elementary		Math. 216 Elementary	
Calculus I	4	Calculus II	4
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
Psy. 200 General Psychology	3	Psy. 202 Educational	
Chem. 223 Organic Chemistry I	4	Psychology	3
GS. 220 Dev. of World Cultures		Chem. 224 Organic	
and Relationships I	4	Chemistry II	4
	<hr/>	GS. 221 Dev. of World Cultures	
	16	and Relationship II	4
			<hr/>
			16

*Students who major or minor in Chemistry must take Math 111 or 112.

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 302 Human Growth & Development II	3	Ed. 304 General Methods in Secondary Education	2
Hist. 300 American Heritage	3	Ed. 361 Special Methods in Physical Science	1
Chem. 320 Analytical Chemistry I	4	Ed. 3— Special Methods in Minor field	1
Electives	6	Chem. 321 Analytical Chemistry II	4
	16	Geog. 240 Introduction to Geography	3
		Electives	5
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Chem. 424 Theoretical Physical Chemistry	4
Ed. 430 Instructional Media	2	Electives	12
Ed. 404 Principles and Practices of Guidance	2		16
Ed. 402 Measurement and Evaluation	2		
Ed. 410 Foundations of Education	2		
Ed. 422 Student Teaching	8		
	16		

* Take either semester; not both.

DESCRIPTION OF COURSES

Chem. 120 General Chemistry I. An introductory course emphasizing atomic structure, periodicity, fundamental inorganic nomenclature, inorganic reactions, bonding, gravimetric and volumetric calculations, gas laws, solutions, and ionization concepts. Lecture, three hours; laboratory, three hours. 4 hours

Chem. 121 General Chemistry II. A continuation of the fundamental concepts of chemistry with laboratory emphasis on inorganic preparations and anion and cation identifications. Lecture, three hours, and laboratory, three hours. Prerequisite: Chem. 120. 4 hours

Chem. 223 Organic Chemistry I. Reactions and mechanisms of aliphatic and aromatic compounds with laboratory emphasis on the synthesis and quantitative identification of organic compounds. Lecture three hours and laboratory six hours. Prerequisite: Chem. 121. 4 hours

Chem. 224 Organic Chemistry II. A continuation of Chem. 223 including polyfunctional and heterocyclic compounds. Lecture three hours and laboratory six hours. Prerequisite: Chem. 223. 4 hours

Chem. 320 Analytical Chemistry I. An introduction to volumetric and gravimetric techniques of quantitative chemistry. Lecture two hours and laboratory six hours. Prerequisite: Chem. 121. 4 hours

Chem. 321 Analytical Chemistry II. The investigation of chemical systems emphasizing the applications and techniques of instrumentation. Lecture two hours and laboratory six hours. Prerequisite: Chem. 320. 4 hours

Chem. 415 Independent Study. Students will be assigned special problems in laboratory practice and literature study in various fields of modern chemistry. Discussion periods, oral reports in seminar, and written reports to the instructor will all be included in the course work. Permission of the instructor is required. 1-4 hours

Chem. 424 Theoretical Physical Chemistry. Fundamental laws and theories pertaining to thermodynamics, thermochemistry, electrochemistry, and chemical kinetics. Lecture three hours and laboratory three hours. Prerequisite: Chem. 224 and 321, Math. 216. 4 hours

MATHEMATICS

Minor:

Math. 111 or 112	College Mathematics I	3 hours
Math. 113	College Mathematics II	5 hours
Math. 215	Elementary Calculus I	4 hours
Math. 216	Elementary Calculus II	4 hours
	Electives (Mathematics)	3 hours
		<hr/> 19 hours

Major:

	Minor Requirements	19 hours
Math. 301	Modern Algebra	3 hours
Math. 405	Matrices	3 hours
Math. 406	Advanced Calculus	3 hours
	Electives	2 hours
		<hr/> 30 hours

Phy. 230, 231, or Chem. 120 and 121 may substitute for general education science requirements for majors. The major should select a related minor.

MAJOR IN MATHEMATICS

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Pol. Sci. 220 American Gov't.	3	Sp. 105 Fundamentals of Speech	2
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Math. 111 or 112 College Math I	3	Math. 113 College Math II	5
General Education Science Requirement	4	General Education Science Requirement	4
Electives	2	Elective	1
	16		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
PE. 200 Individual Sports	1	GS. 221 Dev. of World Cultures & Relationships II	4
GS. 220 Dev. of World Culture & Relationships I	4	PE. 201 Individual Sports	1
Psy. 200 General Psychology	3	Geog. 240 Introduction to Geography	3
Math. 215 Elementary Calculus I	4	Math. 216 Elementary Calculus II	4
Electives	4	Psy. 202 Educational Psy.	3
	16	Elective	1
			16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Hist. 300 American Heritage	3	Ed. 304 General Methods in Secondary Education	2
Psy. 302 Human Growth and Development II	3	Ed. 360 Special Methods in Teaching Mathematics	1
Elect (Math)	3	Ed. 3— Special Methods in Minor field	1
Electives	7	Electives (Math)	3
	16	Electives	9
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Elect (Math) _____	8
Ed. 430 Instructional Media _____	2	Electives _____	8
Ed. 404 Principles and Practices of Guidance _____	2		16
Ed. 402 Measurement and Evaluation _____	2		
Ed. 410 Foundations of Education _____	2		
Ed. 422 Student Teaching _____	8		
	16		

*Taken either semester; not both.

DESCRIPTION OF COURSES

Math. 104 Fundamentals of Mathematics. The fundamental concepts of mathematics are discussed from a modern viewpoint. Topics covered include sets, logic, number systems, numeration systems, and algebraic structure. 3 hours

Math. 111 College Mathematics I. The fundamental algebraic operations are reviewed and ratio, proportion, variation, the binomial theorem, logarithms, and elementary trigonometric functions are studied. 3 hours

Math. 112 College Mathematics I. This course covers, at a more rapid rate, the same material covered in Math. 111. Prerequisite: Two years of high school algebra and consent of the instructor. 3 hours

Math. 113 College Mathematics II. The course covers the trigonometric functions and identities of multiple angles, trigonometric equations and topics from analytic geometry including distance formulas, the conic sections, translation and rotation of axes, polar coordinates and surfaces in space. Prerequisite: Math. 111 or 112. 5 hours

Math. 215 Elementary Calculus I. The theory of limits the differentiation and integration of algebraic functions, the Riemann integral, and applications are included in the course. Prerequisite: Math. 113. 4 hours

Math. 216 Elementary Calculus II. The differentiation and integration of transcendental functions, advanced methods of integration, partial derivatives, multiple integrals, infinite series, and applications are studied. Prerequisite: Math. 215. 4 hours

Math. 301 Modern Algebra. The course is an introduction to the theory of sets groups, rings, integral domains, and fields and to the development of the number systems. Prerequisite: Math. 216. 3 hours

Math. 302 College Geometry. Advanced Synthetic geometry; including review of elementary plane geometry. Designed particularly for prospective teachers of mathematics. A study of post-Euclidean geometry of triangles and circles. Prerequisite: Math. 113 or by arrangement. Offered alternate years. 3 hours

Math. 303 History of Mathematics. General historical presentation emphasizing the source of mathematical principles, the growth of mathematical knowledge, and the contribution of outstanding mathematicians. The purpose is to relate this development with the progress of civilization from 2000 B. C. to the present time. Prerequisite: Math. 216 or by arrangement. Alternate years. 2 hours

Math. 330 Selected Topics in Secondary Mathematics. This course is concerned with the teaching and understanding of topics from the new curricula, such as UICSM, SMSG, and related materials. Special emphasis is given to the set theoretic viewpoint and also to the logic involved. Prerequisite: Math. 216. 3 hours

Ed. 360 Special Methods of Teaching Mathematics in Secondary Schools. Modern methods of teaching mathematics in the secondary schools. Prerequisite: Math. 216. 1 hour

Math. 401 Theory of Equations. The course includes complex numbers, solutions of cubic, quartic, and higher degree equations, Sturm's theorem, Horner's and Newton's methods, systems of linear equations and determinant theory. Prerequisite: Math 215. Alternate years. 3 hours

Math. 404 Introduction to Statistics. An introduction to probability, random variables, estimation, testing hypotheses, and correlation are included. Prerequisite: Math 215. Alternate years. 3 hours

Math. 405 Matrices. The fundamental concepts of matrix algebra, linear dependence, and linear transformations are studied. Prerequisite: Math. 216. 3 hours

Math. 406 Advanced Calculus. Topics included are partial differentiation, vectors, limits and indeterminate forms, Stieltjes integral, and series. Prerequisite: Math. 216. 3 hours

Math. 415 Independent Study. Topics will be selected according to individual's interest and need. Material may include topics helpful toward future graduate study and which are not available in regular courses. The student's progress will be evaluated by the instructor through regular appointments, forums, and seminars. This course is for majors only. 1-4 hours

PHYSICAL SCIENCE

DESCRIPTION OF COURSES

Phy. S. 105 Physical Science. Basic concepts of physical sciences and their significance. Methods of science. Discussion, three hours; one laboratory of two hours. A General Education requirement for those not taking a year of laboratory science. 4 hours

PHYSICS

Minor:

Phy. 230	General Physics I	4 hours
Phy. 231	General Physics II	4 hours
Phy. 332	A-C Circuits and Electronics	3 hours
Phy. 334	Theory of Mechanics	3 hours
Phy. 434	Modern Physics	3 hours

17 hours

Phy. 335 and 430 may serve as substitutes for Phy. 332 and Phy. 334.

DESCRIPTION OF COURSES

Phy. 230 General Physics I. Classical mechanics, fluid mechanics, and basic concepts of sound and heat. Lecture, three hours; laboratory, three hours. Prerequisite: Math. 113. 4 hours

Phy. 231 General Physics II. Light, magnetism, and basic electricity. Lecture, three hours; laboratory, three hours. Prerequisite: Phy. 230. 4 hours

Phy. 332 A-C Circuits and Electronics. Fundamentals of alternating current theories, and introduction to the basic concepts of electronics. Prerequisite: Phy. 231. Lecture, two hours; laboratory, two hours. 3 hours

Phy. 334 Theory of Mechanics. A study of static and moving physical systems using vectorial algebra and calculus. Prerequisite: Phy. 231 and Math. 216. Three one-hour lectures weekly. 3 hours

Phy. 335 Astronomy. A study of the extra terrestrial universe and the techniques and concepts used in its exploration. Prerequisites: Phy. 231, Chem. 121, and Math. 113. 3 hours

Ed. 361 Special Methods of Teaching Physical Science in Secondary Schools. Special techniques for the teaching of chemistry and physics. 1 hour

Phy. 415 Independent Study. Students with necessary background in physics and mathematics may take this course with approval of the

DIVISION OF SOCIAL SCIENCE AND BUSINESS

Ernest M. Teagarden, Ph.D.	Chairman of Division,
	Professor
Herbert W. Blakely, M.S.	Instructor
Hayward C. Chapin, Ed.D.	Professor
Reed R. Eaton, M.A. (on leave 1967-1968)	Instructor
Wheeler S. Edwards, M.B.A.	Instructor
John Haake, M.A.	Instructor
Robert L. Hermann, M.A.	Instructor
Gerald F. Lange, Ph.D.	Associate Professor
Allen McConnell, M.S.	Instructor
Erwin L. Preuss, J.S.	Associate Professor
Jack A. Quilico, M.A.	Instructor
Violet Witt, M.A.	Assistant Professor

The Division of Social Science and Business provides the student with basic understanding of the contemporary world through an analysis of the social environment, past and present. A well-balanced program of course work offered by the Division in anthropology, economics, geography, history, political science, and sociology prepares elementary and secondary social science teachers with sound scholarship. The courses are also designed to prepare all students to accept the duties and responsibilities a citizen will face in a democratic society in the space-age.

In addition to education for active participation in our democratic way of life and for teaching the social sciences in the schools, the division provides a well-rounded education in the fields of business. The curriculum is designed (1) to meet the needs of those who wish to enter the business field on completion of two years of work with emphasis on secretarial training, (2) to equip individuals who wish to complete a four year degree course with the educational background and analytical tools for careers in business, and (3) to provide for the development of teachers of business subjects in the secondary schools.

SOCIAL SCIENCE

Minor:

Econ. 200	Principles of Economics	3 hours
Econ. 201	Applied Economics	3 hours
Soc. 210	Principles of Sociology	3 hours

9 hours

One of the following three courses:

Geog. 345	Geography of Latin America	3 hours
Geog. 445	Geography of Europe	3 hours
Geog. 446	Geography of Far East	3 hours

3 hours

One of the following three courses:

Pol. Sci. 314	International Politics	3 hours
Pol. Sci. 324	Comparative Government	3 hours
Pol. Sci. 415	Constitutional Law	3 hours

3 hours

Three elective courses must be chosen upon the recommendation of the adviser from the areas of Economics, Sociology, Geography or Government.

9 hours

24 hours

Major:

Minor Requirements

24 hours

Four additional elective courses chosen upon recommendation of the adviser from the areas of Economics, Sociology, Geography or Government.

12 hours

36 hours

MAJOR IN SOCIAL SCIENCES

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Math. 104 Fundamentals of Mathematics	3	General Education Science Requirement	4
Geog. 240 Introduction to Geography	3	Sp. 105 Fundamentals of Speech	2
General Education Science Requirement	4	Electives	6
Electives	2		16
	16		

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS. 220 Dev. of World Cultures and Relationships I	4	GS. 221 Dev. of World Cultures and Relationships II	4
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
Psy. 200 General Psychology	3	Pol. Sci. 220 American Gov't.	3
Econ. 200 Principles of Economics	3	Psy. 202 Educational Psychology	3
Electives	5	Econ. 201 Applied Economics	3
	16	Electives	2
			16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 300 Human Growth and Development	3	Ed. 304 General Methods in Secondary Education	2
Geog. 3— Geography (Regional)	3	Ed. 362 Special Methods of Teaching Social Science	1
Soc. 210 Principles of Sociology	3	Ed. 3— Special Methods of Teaching in Minor Field	1
Hist. Elect (History)	4	Pol. Sci. Government (Advanced)	3
Electives	3	Elect (Social Science)	6
	16	Electives	3
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Soc. 448 Cultural Antropology	
Ed. 430 Instructional Media	2	or	
Ed. 404 Principles and Practices of Guidance	2	Soc. 315 Social Problems	3
Ed. 402 Measurement and Evaluation	2	Elect (Social Science)	6
Ed. 410 Foundations of Education	2	Electives	7
Ed. 422 Student Teaching	8		16
	16		

*Take either semester; not both.

POLITICAL SCIENCE**Minor:**

Minors must elect 6 of the following to total 18 hours.

Pol. Sci. 221 American Government, State and Local	3 hours
Pol. Sci. 324 Comparative Government	3 hours
Pol. Sci. 310 Political Parties and Pressure Groups	3 hours
Pol. Sci. 312 Introduction to Public Administration	3 hours
Pol. Sci. 314 International Politics	3 hours
Pol. Sci. 325 History of Political Thought	3 hours
Pol. Sci. 415 Constitutional Law	3 hours
Pol. Sci. 410 International Organization	3 hours
Pol. Sci. 425 Independent Study (hours arranged)	
Hist. 350 Diplomatic History of the United States	3 hours
Hist. 430 Constitutional History of England	3 hours

ECONOMICS

Minor:

These courses are required:

Econ. 200	Principles of Economics	3 hours
Econ. 201	Applied Economics	3 hours
Bus. 385	Introduction to Business Statistics	3 hours

Nine additional hours must be selected from this list to make a total of 18 hours.

Econ. 326	History of Economic Thought	3 hours
Econ. 330	International Economics	3 hours
Econ. 334	Government and the Economy	3 hours
Bus. 390	Money and Banking	3 hours
Bus. 420	Labor Relations	3 hours
Hist. 425	Economic History of the United States	3 hours
Econ. 430	Public Finance	3 hours

DESCRIPTION OF COURSES

ECONOMICS

Econ. 200 Principles of Economics. This course examines the economy of the United States with an emphasis on the macro-economic approach; the foundation of economic analysis with emphases on national income, employment and economic growth; the roles of the public sector in our economy: taxation, borrowing, and spending.

3 hours

Econ. 201 Applied Economics. A continuation of Econ. 200. This course will include a study of economics from the micro-economic approach with a detailed look at the markets, the price system, and the allocation of resources. Included will be a study of comparative economic systems: Soviet Russia and the mixed economy of Great Britain. Prerequisite: Econ. 200.

3 hours

Econ. 326 History of Economic Thought. History of Economic Thought is designed to show how economic doctrines and analysis have emerged historically. The course treats not only economic theory, but also deals with the social and political setting in which it has evolved. Prerequisite: Econ. 200

3 hours

Econ. 330 International Economics. This course is a survey of the "under-developed" areas of the world and a study of the conditions necessary for increasing income, capital formation and other problems in economic growth. Problems in international trade and finance and in international economic understanding will also be considered. Prerequisite: Econ. 200, Econ. 201.

3 hours

Econ. 334 Government and the Economy. This course surveys the economic aspects of the relations of government and business in the United States and also surveys the various forms of public regulations applied to our contemporary industrial organizations. Prerequisite: Econ. 200, Econ. 201. 3 hours

Econ. 420 Seminar in Contemporary Problems. The course will consist of an intensive investigation in one or more contemporary problems in economics. The emphasis is on individual investigation and the presentation of findings in formal written papers and oral reports. Elective. 3 hours

Econ. 425 Independent Study. An opportunity is given capable students to undertake an independent investigation of a subject in economics. Consent of the instructor must be obtained. Elective for majors in social sciences. Hours as arranged

Econ. 430 Public Finance. This course will study the economic effects of various kinds and amounts of taxes, the public debt, and public expenditures along with the study of resource allocation, employment, and income distribution. Prerequisite: Econ. 200, Econ. 201. 3 hours

Hist. 425 Economic History of the United States. This course examines the development of the American system of production, distribution, transportation, and finance from the Colonial period to the present day. 3 hours

Bus. 385 Introduction to Business Statistics. Principles of statistical methods applicable mainly to business; collection, tabulation and graphic presentation of data; collection and treatment of frequency distributions. 3 hours

Bus. 390 Money and Banking. Nature, functions and operation of monetary and banking systems; descriptions and analysis of major problems involved in providing a volume of credit and supply of money conducive to sustained, high level national income. Prerequisite: Econ. 200 and Econ. 201. 3 hours

Bus. 420 Labor Relations. The course will consist of an examination of wage theory, the impact of trade unionism, unemployment, collective bargaining, and labor legislation. Elective. 3 hours

SOCIOLOGY

Soc. 210 Principles of Sociology. A general survey of Sociology. A brief generalized study of racial problems, crime, poverty, delinquency and other major sociological problems. A brief analysis of cultures included in the course. 3 hours

Soc. 215 Rural Sociology. Designed to give the student a better knowledge and understanding of agrarian sociology and its social and economic problems. South Dakota rural environment and sociological implications included in the course. 3 hours

Soc. 315 Social Problems. A generalized study of basic sociological problems, the family, recreation, poverty, crime, dependency, migration, racial problems and social disintegration. Prerequisite: Soc. 210. 3 hours

Soc. 320 The Family. The family as a basic social unit, its organizations, structure and development; the cultural lag of the family included. Prerequisite: Soc. 210. 3 hours

Soc. 327 Minority Groups. This course will examine the latest developments in race relations and other intergroup relations and will study genetics and race, the negro problem, miscegenation, segregation and integration of housing, unemployment of minorities and anti-Semitism. Prerequisite: Soc. 210. 3 hours

Soc. 405 Criminology. This course will study penal institutions, the crime problem, and the modern techniques of criminology and will endeavor to give the students a humane, sympathetic, rehabilitative understanding of criminals and criminology. Prerequisite: Soc. 210. 3 hours

Soc. 448 Cultural Anthropology. An analysis of the various cultures of mankind. This course shows how racial prejudices may be reduced by integrating sociology, anthropology and social behaviorism. Prerequisite: Geog. 240. 3 hours

GEOGRAPHY

Geog. 240 Introduction to Geography. An introductory course stressing the interrelation of the physical and cultural aspects of geography with emphasis on North America. 3 hours

Geog. 340 Geography of Africa. A survey of modern Africa concentrating on the physical environment as interrelated with the social, economic, and political development of the major geographic regions. Prerequisite: Geog. 240. 3 hours

Geog. 345 Geography of Latin America. Regional and industrial geography of Latin America. The influence of climate, drainage, topography, stratigraphy and natural resources on settlement, economic, social and political factors. Prerequisite: Geog. 240. 3 hours

Geog. 445 Geography of Europe. Some of the special problems of contemporary Europe studied in the light of the physiographic, economic and political backgrounds of the continent. Prerequisite: Geog. 240. 3 hours

Geog. 446 Geography of the Far East. The economic, political and social development of the Far East. The strategic importance of the Far East in geography. Prerequisite: Geog. 240. 3 hours

POLITICAL SCIENCE

Pol. Sci. 220 American Government: National. Basic principles of the Federal Government; legislative, executive, administrative, judicial organization and functioning; citizenship, elections, political parties, current activities and problems. 3 hours

Pol. Sci. 221 American Government: State and Local. Constitutional basis, organization, functioning of state and local governments; political parties; popular control; interrelationships of states and their subdivisions; the governor and state administration. Prerequisite: Pol. Sci. 220. 3 hours

Pol. Sci. 222 The Structure and Functions of American Government. A television course on the operation of the federal governmental structure with particular emphasis upon the Presidency, the Supreme Court, Federalism, new governmental activities and the position of the United States in current world affairs. 3 hours

Pol. Sci. 223 The Structure and Functions of American Government. A continuation of Pol. Sci. 222. 3 hours

Pol. Sci. 324 Comparative Government. Covers the structure and functioning of several important foreign governments. Emphasis is given to their relationship to the American governmental system. Prerequisite: Pol. Sci. 220. 3 hours

Pol. Sci. 310 Political Parties and Pressure Groups. Analysis of part processes in formal government. Methods and techniques of informal control in politics and administration. Public opinion and its effect on parties and national policy. Prerequisite: Pol. Sci. 220. 3 hours

Pol. Sci. 312 Introduction to Public Administration. Basic survey of the processes of public administration; personnel, organization, budgeting, use of administrative powers, public relations. Emphasis on principles, literature, problems and issues, application. Prerequisite: Pol. Sci. 220. 3 hours

Pol. Sci. 314 International Politics. A survey emphasizing the nature of interstate relations, factors influencing those relations and the causes and consequences of international instability. Particular attention paid to the sources and types of international conflict and to the techniques of conflict resolution. Prerequisite: Pol. Sci. 220. 3 hours

Pol. Sci. 325 History of Political Thought. History of Political Thought is a survey of ideas from the major political theorists beginning with Plato and ending with Mao Tse Tung. Prerequisite: Pol. Sci. 220.

3 hours

Pol. Sci. 410 International Organization. Nature, bases, functions of international organization. Diplomacy, treaties, international conferences and legislation, international administration and adjudication; international federation; world government. League of Nations and United Nations. Prerequisite: Pol. Sci. 220.

3 hours

Pol. Sci. 415 Constitutional Law. The course will consider the basic constitutional principles in the United States as interpreted by the courts. Case method of instruction will be used. Elective. Prerequisite: Pol. Sci. 220.

3 hours

Pol. Sci. 420 Seminar in Contemporary Problems. The course will consist of an intensive investigation in one or more contemporary problems in political science. The emphasis is on individual investigation and the presentation of findings in formal written papers as well as oral reports. Elective.

3 hours

Pol. Sci. 425 Independent Study. An opportunity is given for the capable student to undertake an independent investigation of a subject in political science. Consent of the instructor who is willing to supervise the study must be obtained. Elective for majors in the social sciences.

Hours as arranged

HISTORY

Minor:

Hist. 150	Medieval Europe	3 hours
Hist. 151	Modern Europe	3 hours
Hist. 231	History of The United States	3 hours
Hist. 232	History of the United States	3 hours
Electives (History)		6 hours

18 hours

Major:

Minor Requirements		18 hours
Electives (History)		6 hours

24 hours

MAJOR IN HISTORY

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Math. 104 Fundamentals of Mathematics	3	PE. 101 Spring Sports	1
Geog. 240 Introduction to Geography	3	Hist. 151 Modern Europe	3
PE. 100 Fall Sports	1	Sp. 105 Fundamentals of Speech	2
Hist. 150 Medieval Europe	3	General Education Science Requirement	4
General Education Science Requirement	4	Electives	3
			16
	17		

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 200 General Psychology	3	GS. 221 Dev. of World Cultures and Relationships II	4
GS. 220 Dev. of World Cultures and Relationships I	4	PE. 201 Individual Sports	1
PE. 200 Individual Sports	1	Pol. Sci. 220 American Gov't.	3
Hist. 231 American History	3	Psy. 202 Educational Psychology	3
Electives	5	Hist. 232 American History	3
	16	Electives	2
			16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 302 Human Growth and Development II	3	Ed. 304 General Methods in Secondary Education	2
Elect (History)	3	Ed. 362 Special Methods of Teaching Social Science	1
Electives	10	Ed. 3— Special Methods in Minor Field	1
	16	Elect (History)	6
		Electives	6
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Elect (History)	3
Ed. 430 Instructional Media	2	Electives	13
Ed. 404 Principles and Practices of Guidance	2		16
Ed. 402 Measurement and Evaluation	2		
Ed. 410 Foundations of Education	2		
Ed. 422 Student Teaching	8		
	16		

*Take either semester; not both.

DESCRIPTION OF COURSES

Hist. 135 History of Civilization I. (Ancient Times to 1660.) The ancient Oriental empires, the Mediterranean world; Greek and Roman civilizations; medieval Europe; the commercial revolution and the Renaissance; the Protestant Reformation and the Catholic Counter Reformation, the wars of religion and the establishment of the national states in western Europe. 3 hours

Hist. 136 History of Civilization II. (Europe since 1660). The Age of Absolute Monarchy. French Revolutionary and Napoleonic periods. Metternichian era and the rise of liberalism, nationalism and romanticism. Political revolutions and romanticism. Industrial revolution. Political revolutions of 1848. Unification of Germany and Italy. Background of the war in 1914. Peace treaty and the twenty years of armistice—1919-1939. Revisionism and growth of Fascism, Nazism and Communism. Communist Russia, the war of 1939 and the post war world. 3 hours

Hist. 140 South Dakota History, Government and Resources. A brief social and political history of the state. Emphasis on governmental institutions. Special attention given to territorial problems incident to statehood and the adoption of the constitution, and to the developed and potential resources of the state. 3 hours

Hist. 150 Medieval Europe. A survey of the development of European states from the fall of the Roman Empire to the Treaty of Westphalia in 1648. Attention will be given to feudalism, the Church, the national states, the Holy Roman Empire, the Renaissance, the Reformation, the intellectual and economic aspects of the period. 3 hours

Hist. 151 Modern Europe. A survey of the development of the European states from the Treaty of Westphalia in 1648 to the present day. Attention will be given to the social, economic and intellectual aspects as well as the political developments. 3 hours

Hist. 231 History of The United States Through 1865. A survey of the nation's history with emphasis on Colonial America. Establishment of the new nation, the sectional conflict, and the causes and conduct of the Civil War. 3 hours

Hist. 232 History of The United States Since 1865. Nation's problems in the post Civil War period examined, followed by attention to the rise of urbanism, problems of industrialism, rise of the nation as a world power and conflicts of the present century. 3 hours

Hist. 300 The American Heritage. Political, cultural and intellectual development of American civilization, particular emphasis on the personalities who shaped tradition. 3 hours

Hist. 331 Latin American History. Colonial and national histories of Latin American nations from Spanish and Portuguese times to present day. No prerequisite. 3 hours

Hist. 332 Modern and Contemporary Far East. Chinese and Japanese civilizations with some attention to the history of other nations and peoples of the area including India. No prerequisite. 3 hours

Hist. 336 Modern and Contemporary Africa. The nineteenth and twentieth century political, social and economic development of the area will be discussed and analyzed. Attention will be focused in the nineteenth century. Colonial policies and the twentieth century independence movements. 3 hours

Hist. 340 The Westward Movement in America. Territorial and economic expansion of The United States with consideration to the development of the frontier and the Turner thesis. Particular emphasis placed on the plains region. Prerequisites: Hist. 231 and 232 or Hist. 300. 3 hours

Hist. 350 Diplomatic History of the United States. A survey of the development and implementation of American foreign policy from the Revolution to the present with emphasis on the twentieth century. Elective. Prerequisite: Hist. 231, 232. 3 hours

Hist. 355 History of England I. England from Pre-Roman times to the Tudor accession at the end of the fifteenth century. Pre-Roman England, Roman and Saxon Periods, Norman England, and latter medieval period to the end of the Hundred Years War and the War of the Roses. Development of parliamentary institutions and local government. Early and medieval English intellectual and popular culture. Prerequisite: Hist. 135 or Hist. 150. 3 hours

Hist. 356 History of England II. England from Tudor days to modern times. Major trends under Tudors, Stuarts and Hanoverians. Growth of the British Empire and transformation into the Commonwealth. Foreign relations and evolution of political and economic democracy. Prerequisite: Hist. 136 or Hist. 151. 3 hours

Ed. 362 Special Methods of Teaching Social Science in the Secondary School. Methods by which social sciences are taught in the junior and senior high schools. 1 hour

Hist. 425 Economic History of the United States. An examination of the development of the American system of production, distribution, transportation, and finance from the Colonial period to the present day. 3 hours

Hist. 430 Constitutional History of England. Anglo-Saxon origins, Norman innovations; legal, parliamentary, and administrative developments under the Angevins; restrictions on the royal power under Tudor and Stuart; rise of the cabinet system, constitutional democracy in the nineteenth and twentieth centuries. Prerequisite: Hist. 355 and Hist. 356. 3 hours

Hist. 433 Twentieth Century America. Political, economic, social and cultural changes brought about by the industrial revolution, two world wars, a great depression and the cold war. Prerequisite: Hist. 231 and Hist. 232. 3 hours

Hist. 438 History of Russia I. Early cultures of Southern Russia, rise of the Kievan state, period of Mongol domination, rise of Moscow, early Romanovs, and old Russian culture and religion. Prerequisite: Hist. 135 or Hist. 150. 3 hours

Hist. 440 History of Russia II. Russia under Peter I and his successors. Russian expansion and consequences. Imperial Russia in the nineteenth century—political history, foreign policy, economy, efforts at social and political reform, art, music, science and literature. Overthrow of the Czarist monarchy and seizure of power by the Bolsheviks. Communist Russia to the present day. Prerequisite: Hist. 136 or Hist. 151. 3 hours

Hist. 445 The British Empire Since 1870. A survey of the development of the Empire and the Commonwealth since 1870. The growth of colonialism and the emergence of the new nations from the old colonial areas will be given much consideration. Elective. Prerequisite: Hist. 356. 3 hours

Hist. 448 Seminar in Contemporary History. The course will consist of intensive investigation into a period of recent history. The emphasis is on individual investigation and the presentation of findings in formal written papers as well as oral reports. Elective. 3 hours

Hist. 450 Independent Study. An opportunity for the capable student to undertake an independent investigation of a historical subject. Consent of the instructor who is willing to supervise the study must be obtained. Elective for majors in History. Hours as arranged

BUSINESS EDUCATION

Minor: In Secretarial Subjects

*Bus. 151-152	Typewriting	4 hours
*Bus. 160-161	Shorthand	6 hours
Bus. 270-271	Principles of Accounting I - II	6 hours
Bus. 380	Office Machines and Typewriting	2 hours
Bus. 260	Advanced Shorthand	3 hours

 21 hours

*If proficiency is indicated, or can be demonstrated, electives from the Business Education courses may be substituted upon recommendation of the adviser.

Major:

Minor Requirements		21 hours
Bus. 365	Secretarial Practice	3 hours
Bus. 320	Business Law	3 hours
Econ. 200	Principles of Economics	3 hours
Econ. 201	Applied Economics	3 hours

 33 hours

RECOMMENATION: Students with a major or minor in Business Education are advised to elect courses in Journalism to acquaint themselves with work in school publications.

Minor: In Basic Business

Bus. 151-152	Typewriting	4 hours
Bus. 270-271	Principles of Accounting I - II	6 hours
Bus. 380	Office Machines and Typewriting	2 hours
Bus. 320	Business Law	3 hours
Econ. 200	Principles of Economics	3 hours
	Elective	1 hour

 19 hours

Major:

Minor Requirements		19 hours
Bus. 390	Money and Banking	3 hours
Econ. 201	Applied Economics	3 hours
Bus. 381	IBM Key Punch Accounting	1 hour
Bus. 385	Introduction to Business Statistics	3 hours

 29 hours

MAJOR IN SECRETARIAL SUBJECTS

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Math. 104 Fundamentals of Mathematics	3	PE. 101 Spring Sports	1
General Education Science Requirement	4	Sp. 105 Fundamentals of Speech	2
PE. 100 Fall Sports	1	General Education Science Requirement	4
Bus. 151 Typewriting	2	Bus. 152 Typewriting	2
*Bus. 160 Shorthand	3	*Bus. 161 Shorthand	3
	16		15

*If student has had shorthand, take Bus. 260-261.

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS. 220 Development of World Cultures & Relationships	4	GS. 221 Development of World Cultures & Relationships	4
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
Psy. 200 General Psychology	3	Psy. 202 Educational Psychology	3
Econ. 200 Principles of Economics	3	Econ. 201 Applied Economics	3
Geog. 240 Introduction to Geography	3	Pol. Sci. 220 American Gov't.	3
Bus. 270 Principles of Accounting I	3	Bus. 271 Principles of Accounting II	3
	17		17

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Bus. 260 Advanced Shorthand	3	Ed. 304 General Methods in Secondary Education	2
Psy. 302 Human Growth and Development II	3	Ed. 363 Special Methods of Teaching Business	1
Hist. 300 American Heritage	3	Ed. 3— Special Methods in Minor Field	1
Bus. 320 Business Law	3	Electives	12
Electives	4		16
	16		

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Bus. 365 Secretarial Practice	3
Ed. 422 Student Teaching	8	Bus. 380 Office Machines and	
Ed. 430 Instructional Media	2	Typewriting	2
Ed. 404 Principles and		Electives	11
Practices of Guidance	2		
Ed. 402 Measurement and			16
Evaluation	2		
Ed. 410 Foundations of			
Education	2		
	16		

* Take either semester; not both.

MAJOR IN BASIC BUSINESS**FRESHMAN**

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
Math. 104 Fundamentals of		PE. 101 Spring Sports	1
Mathematics	3	Sp. 105 Fundamentals of	
General Education Science		Speech	2
Requirement	4	General Education Science	
PE. 100 Fall Sports	1	Requirement	4
Bus. 151 Typewriting	2	Pol. Sci. 220 American Gov't.	3
Geog. 240 Introduction to		Bus. 152 Typewriting	2
Geography	3	Elective	1
	16		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS. 220 Development of World		GS. 221 Development of World	
Cultures & Relationships	4	Cultures & Relationships	4
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
Psy. 200 General Psychology	3	Psy. 202 Educational	
Econ. 200 Principles of		Psychology	3
Economics	3	Econ. 201 Applied Economics	3
Bus. 270 Principles of		Bus. 271 Principles of	
Accounting I	3	Accounting II	3
Electives	2	Electives	2
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Psy. 302 Human Growth and Development II	3	Ed. 304 General Methods in Secondary Education	2
Bus. 320 Business Law	3	Ed. 3— Special Methods in Minor Field	1
Electives	10	Ed. 363 Special Methods of Teaching Business	1
	16	Bus. 385 Introduction to Business Statistics	3
		Hist. 300 American Heritage	3
		Electives	6
			16

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
(Professional Semester)*		Bus. 380 Office Machines and Typewriting	2
Ed. 422 Student Teaching	8	Bus. 381 IBM Key Punch Accounting	1
Ed. 430 Instructional Media	2	Bus. 390 Money and Banking	3
Ed. 404 Principles and Practices of Guidance	2	Electives	10
Ed. 402 Measurement and Evaluation	2		16
Ed. 410 Foundations of Education	2		
	16		

*Take either semester; not both.

MAJOR IN BUSINESS, B. S. DEGREE

Students who do not plan to teach but wish to find employment in private industry or enter business for themselves should select this field.

Econ. 200	Principles of Economics	3 hours
Econ. 201	Applied Economics	3 hours
Bus. 270-271	Principles of Accounting I and II	6 hours
Bus. 320	Business Law	3 hours
Bus. 385	Introduction to Business Statistics	3 hours
Bus. 390	Money and Banking	3 hours
Bus. 401	Business Finance	3 hours
	Electives from Department	21 hours
		45 hours

MAJOR IN BUSINESS, B. S. DEGREE

FRESHMAN

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Eng. 110 English Composition	3	Eng. 111 English Composition	3
General Education Science Requirement	4	General Education Science Requirement	4
PE. 100 Fall Sports	1	PE. 101 Spring Sports	1
Math. 104 Fundamentals of Mathematics	3	Sp. 105 Fundamentals of Speech	2
Pol. Sci. 220 American Gov't.	3	Geog. 240 Introduction to Geography	3
*Hist. 231 History of U. S. through 1865	3	*Hist. 232 History of U. S. since 1865	3
	17		16

SOPHOMORE

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
GS. 220 Development of World Cultures & Relationships	4	GS. 221 Development of World Cultures & Relationships	4
Econ. 200 Principles of Economics	3	Econ. 201 Applied Economics	3
Bus. 270 Principles of Accounting I	3	Bus. 271 Principles of Accounting II	3
PE. 200 Individual Sports	1	PE. 201 Individual Sports	1
*Bus. 151 Typewriting	2	*Bus. 152 Typewriting	2
Psy. 200 General Psychology	3	Hist. 300 American Heritage	3
	16		16

JUNIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
Bus. 320 Business Law	3	Bus. 390 Money and Banking	3
*Soc. 210 Principles of Sociology	3	Bus. 385 Introduction to Business Statistics	3
*Econ. 326 History of Economic Thought	3	*Bus. 371 Accounting IV	3
*Bus. 370 Accounting III	3	Other electives (minor)	7
Other electives (minor)	3		16
	15		

SENIOR

FIRST SEMESTER	HRS.	SECOND SEMESTER	HRS.
*Bus. 372 Cost Accounting	3	Bus. 401 Business Finance	3
*Bus. 400 Marketing	3	*Bus. 410 Principles of Business Organization	3
*Bus. 402 Principles of Advertising	3	*Bus. 430 Sales and Sales Management	3
*Bus. 420 Labor Relations	3	Other electives (minor)	7
Other electives (minor)	4		
	<hr/> 16		<hr/> 16

*Recommended electives. Other electives may be taken in the division of social science and business education, or consent of adviser secured for courses in other divisions.

DESCRIPTION OF COURSES

Bus. 151 Typewriting. Improvement of typewriting skill through remedial work. Includes work in business letters, tabulation, manuscripts and typewriting problems. Open to those who have had previous instruction. Meets four hours. 2 hours

Bus. 152 Advanced Typewriting. This course provides a thorough knowledge of office practice problems. Emphasis on typewriting problems found in business situations. Meets four hours. 2 hours

Bus. 160 Shorthand. Fundamentals of Gregg shorthand. Reading and writing ability stressed. Meets five hours. 3 hours

Bus. 161 Shorthand. Continuation of skill building in shorthand and writing ability stressed. Meets five hours. 3 hours

Bus. 222 Records Administration. Modern filing systems and equipment with extensive practice in applying indexing rules in filing correspondence. Elective. 2 hours

Bus. 220 Office Practice. Includes filing, machine transcription, and coordinates these skills into practical business projects. Meets two hours, three times a week. 3 hours

Bus. 260 Advanced Shorthand. Places emphasis on building skills in dictation and transcription. Meets five hours. 3 hours

Bus. 261 Advanced Dictation. Dictation and transcription of letters, articles, speeches and court testimony. Dictation speed at 120 words per minute. Meets two hours; three times a week. 3 hours

Bus. 270 Principles of Accounting I. Fundamental accounting principles. Meets four hours. 3 hours

Bus. 271 Principles of Accounting II. Continuation of Bus. 270. Partnership, corporation, departmental, branch and manufacturing. Statement analysis. Meets four hours. Prerequisite: Bus. 270. 3 hours

Bus. 320 Business Law. A study of the fundamental principles of business law, including those underlying the law of contracts, negotiable instruments, sale of real estate and personal property, bailments, agency and business organizations. Meets three hours. 3 hours

Bus. 350 Techniques and Materials in Typewriting. Techniques and materials used in the teaching of typewriting. 1 hour

Bus. 351 Techniques and Materials in Shorthand. Techniques and materials used in teaching shorthand. 1 hour

Bus. 365 Secretarial Practice. Practical application of secretarial skills and office techniques. Prerequisites: Typewriting and Shorthand. Meets two hours; three times a week. 3 hours

Bus. 370 Accounting III. Study of corporation accounting. Special emphasis in issuing capital stock, bonds, setting up sinking funds and reserves. Prerequisite: Bus. 271. 3 hours

Bus. 371 Accounting IV. Special problems of corporations, consignment sales, installment sales, compound interest, investments, depreciation and depletion schedules, and intangible assets. Prerequisite: Bus. 370. 3 hours

Bus. 372 Cost Accounting. Covers the general field of cost finding in manufacturing enterprises. Covers cost allocation and distribution, job cost, process cost, operation cost, class cost and joint cost. Prerequisite: Bus. 271. 3 hours

Bus. 380 Office Machines and Typewriting. Operation of the full keyboard adding machine, the ten-key adding machine, the calculators and the duplicating machines. Meets four hours. 2 hours

Bus. 381 IBM Key Punch Accounting. Study of modern punch card machines and their application to accounting procedures. Machines include 026 key punch, 082 sorter and 402 alphabetical accounting machine. Prerequisite: Bus. 150 and 271. Meets three hours. 1 hour

Bus. 385 Introduction to Business Statistics. Principles of statistical methods applicable mainly to business; collection, tabulation and graphic presentation of data; collection and treatment of frequency distributions. 3 hours

Bus. 390 Money and Banking. Nature, functions and operation of monetary and banking systems; descriptions and analysis of major problems involved in providing a volume of credit and supply of money conducive to sustained, high level national income. Prerequisite: Econ. 200, 201. 3 hours

Bus. 400 Introduction to Marketing. Functional and institutional approach to marketing. The case method in marketing and marketing research. 3 hours

Bus. 401 Business Finance. Study of structure and operation of a corporation, methods by which money is obtained, administration of these funds and distribution of corporation profits. 3 hours

Bus. 402 Principles of Advertising. Emphasis on retail advertising and preparation of advertising. 3 hours

Bus. 410 Principles of Business Organization. An analysis and examination of the various types of business organizations. Featured will be the study of executive abilities, departmentalization, centralization, and decentralization in business activities. Elective. 3 hours

Bus 420 Labor Relations. The course will consist of an examination of wage theory, the impact of trade unionism, unemployment, collective bargaining, and labor legislation. Elective. 3 hours

Bus. 430 Sales and Sales Management. The course will consist of a study of the principles and techniques used in personal selling, selling policies, and the functions and responsibilities of the sales manager. Elective. 3 hours

Bus. 470 Federal Taxation Accounting. This course is a comprehensive study of the theory and practice of income tax accounting; Federal income tax as applied to individuals, partnerships, and corporations; preparation of the tax returns. 3 hours

Econ. 200 Principles of Economics. This course examines the economy of the United States with an emphasis on the macro-economic approach; the foundation of economic analysis with emphasis on national income, employment and economic growth; the roles of the public sector in our economy: taxation, borrowing and spending. 3 hours

Econ. 201 Applied Economics. A continuation of Econ. 200. This course will include a study of economics from the micro-economic approach with a detailed look at the markets, the price system, and the allocation of resources. Included will be a study of comparative economic systems: Soviet Russia and the mixed economy of Great Britain. Prerequisite: Econ. 200. 3 hours

Econ. 326 History of Economic Thought. History of Economic Thought is designed to show how economic doctrines and analysis have emerged historically. The course treats not only economic theory, but also deals with the social and political setting in which it has evolved. Prerequisite: Econ. 200. 3 hours

Econ. 330 International Economics. This course is a survey of the "underdeveloped" areas of the world and a study of the conditions necessary for increasing income, capital formation and other problems in economic growth. Problems in international trade and finance and in international economic understanding will also be considered. Prerequisite: Econ. 200, 201. 3 hours

Econ. 334 Government and the Economy. This course surveys the economic aspects of the relations of government and business in the United States and also surveys the various forms of public regulations applied to our contemporary industrial organizations. Prerequisite: Econ. 200, 201. 3 hours

Econ. 430 Public Finance. This course will study the economic effects of various kinds and amounts of taxes, public debt, and public expenditures along with the study of resource allocation, employment, and income distribution. Prerequisite: Econ. 200, 201. 3 hours

Hist. 425 Economic History of the United States. An examination of the development of the American system of production, distribution, transportation, and finance from the Colonial period to the present day. 3 hours

Ed. 363 Special Methods of Teaching Business Education in Secondary Schools. Study of materials and methods for students who expect to teach business courses. 1 hour

INDEX

A

Absences	45
Academic (Scholas.) Deficiency	44
Academic Division	37
Academic Honors	44 - 45
Academic Probation-Suspension	44
Academic Regulations	43
Accreditation	1
Administration and Org.	37
Administrative Staff	6
Admission and Registration	37
Admission to Student Teaching	54
Advanced Placement	42
Alumni	35
Application for Certification	46
Application for Graduation	46
Art	65
Art Curriculum	66
Assistance - Student	33
Athletic Policy	47
Auditors	42

B

Bachelor of Science Degree	52
Bachelor of Science in Educ.	54
Band (Music)	27, 73, 79
Bill, Delinquent	45
Biology	99
Board, Cost	31
Board of Regents	5
Bookstore Book Rental	31
B.S. in Ed. Curriculum	63
Buildings and Grounds	22
Business, B.S. Degree	127
Business Education	124
Business Curriculum	126

C

Calendars	2 - 3 - 4
Certification, Teachers	55
Changes in Registration	42
Chemistry	103
Chemistry Curriculum	103 - 104
Chorus	27, 73, 79
Christian Union	28
Classification of Students	43
Classroom Observation	55
College Costs	29
Conduct	45
Counseling of Students	37
Credit	43

D

Daily Program	42
Degrees, see Bachelor of Science	
Deposit - Room	31
Dining Facilities	22, 23
Divisions and Aims:	
Academic	37
General Studies	50
Education and Psychology	53
Fine and Applied Arts	65
Physical Education	80
Lang., Lit. and Lib. Science	87
Science and Mathematics	99
Social Science and Business	112
Dormitories	23, 24
Dramatics	25, 92
Driver Education	60

E

Eastern, The	26
East Hall	
Economics	112, 115
Education:	
Elementary	56
Secondary	58
Two-Year	55
Curriculum	56, 64
Emeritus, Faculty	14
English and Literature	87
English Curriculum	88, 89
Entrance Requirements	37
Examinations:	
Comprehensive	45
Schedule	3, 4
Expenses, See College Costs	
Extension:	
Costs	32
Services	35

F

Faculty	7 - 14
Failures	44
Fees:	
Activity	31
Alumni	31
Cap and Gown	31
Graduation	31
Matriculation	30
Medical	31
Music Lessons	31
Placement Bureau, per year	31
Student Union	31
Transcript	31

INDEX--CONTINUED

Placement Bureau Fees	31	Summer Session, Fees	30
Pre-Professional Curricula	50	Summer Session Schedules	3, 4
Professional Education			
Program	54		
Psychology	62		
Psychology Curriculum	63		
Publications	26		
Publicity	35		
Purposes	18		
R		T	
Refunds	32	Teacher's Certificates	55
Registration	37	Teacher Placement	34
Registration Fees	29, 30, 31	Testing	38, 45
Registration Schedule	3, 4	Testing Schedule	3, 4
Religious Life	25	Transcript	31, 45
Religious Organizations	28	Trojan Center	24
Repeating Courses	45	Trojan Fee	31
Required Amount and		Trojan, Yearbook	26
Quality Work	46	Tuition	30
Residence Requirements	46	Two-Year Curriculum,	
Room Rentals	31	Teaching	55
Room Reservation	31	Two-Year Curriculum,	
		Secretarial	51
S		V	
Scholarships	33	Varsity Club	27
Scholastic Organizations	27	Veterans	35
Secretarial Subjects	125	Vocational Curriculum	20, 51
Self-Help	33	Voice, Music	73
Semester System	43		
Shop and Woodworking	70		
Social Science	112		
Social Science Curriculum	113		
Sociology	116		
Special Services	34		
Speech and Dramatics	92		
Student Assistance	33		
Student Loans	33		
Student Organizations	25		
Student Senate	25		
Student Teaching	43, 55, 62		
		W	
		Wesley Club	28
		Withdrawal from College	42
		Withdrawal from College,	
		Refunds	32
		Women's Physical Ed.	81
		Women's Phys. Ed. Curric.	83
		Women's Recreational Assoc.	26
		Women's Residence Hall Club ..	26
		Work Program, Student	33
		Work in Town	33
		Z	
		Zimmermann Hall	23



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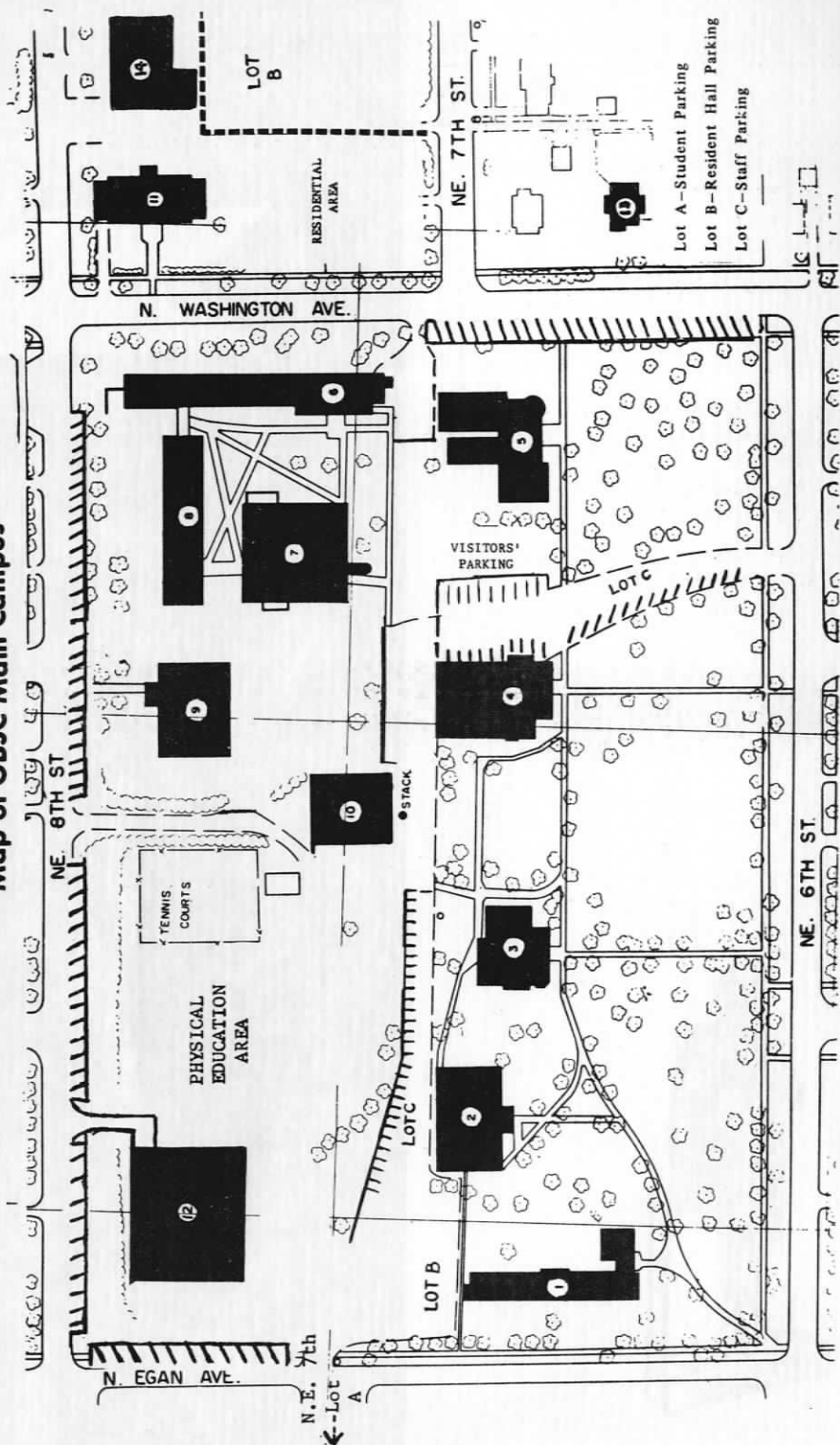
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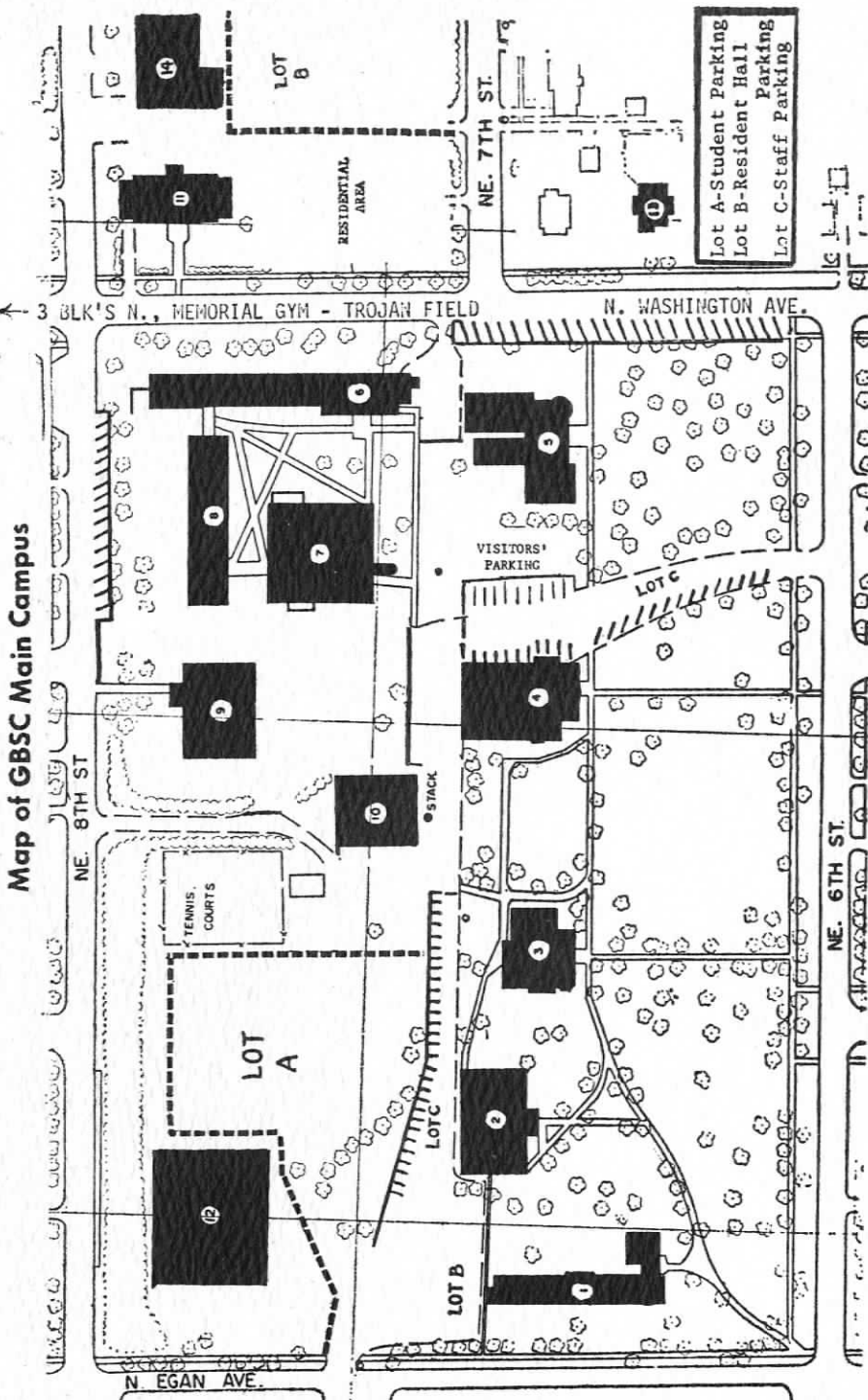
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| 3. WEST WING | 6. ZIMMERMAN HALL | 9. MUSEUM | 12. NEW CONSTRUCTION-LIBRARY | GIRLS' DORM |

